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ABSTRACT

The South Carolina State Board for Technical and Comprehensive Education was one of four state agencies for two-year colleges to participate in a pilot self-study project. This document contains the results of the South Carolina Board's self-study. Using a manual developed by the National Council of State Directors for Community and Junior Colleges, the Board examined its operations in the following areas: goals, scope, and legal responsibilities; organization and administration; planning and research; finance; external influences (official and unofficial coordination with various boards, commissions, and agencies); relations with constituent institutions within the system; and management information systems. In addition to descriptively reporting on its operations, the report puts forth recommendations, where necessary, for improving operational performance of the Board. Also included in the report is an overview of the organization, administration, and political environment affecting South Carolina postsecondary education, and a brief history of the South Carolina Technical Education System. (JDS)

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ED139455

A CENTRAL OFFICE SELF-STUDY

OF

THE SOUTH CAROLINA STATE BOARD FOR TECHNICAL AND COMPREHENSIVE EDUCATION

1429 Senate Street
Columbia, South Carolina

1976

JC 770 272

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The appendices have been deleted due to poor reproducibility

ACKNOWLEDGMENTS

This Self-Study project could not have been completed without the dedicated efforts of a large number of Central Office staff. It is estimated that nearly half of the entire Central Office professional staff were directly involved in sub-committee activities and in the preparation and editing of the final report. Sincere appreciation is extended to all persons who offered their time and talent in working on this project.

A special word of thanks and appreciation go to the members of the Self-Study Steering Committee, who spent many additional hours in organizing and preparing the sub-committee reports and meeting regularly to discuss the progress of this project.

Appreciation is extended to Dr. H. J. Owen, Consultant to the National Council of State Directors for Community and Junior Colleges, for his timely assistance in the development of the final report.

Finally, the Self-Study Steering Committee wishes to acknowledge the support for this study given by Dr. Charles E. Palmer, Executive Director, and members of the State Board for Technical and Comprehensive Education, without whose endorsement this study would not have been possible.

Robert W. Day, Director
Self-Study Project

July, 1976

PREFACE

The South Carolina State Board for Technical and Comprehensive Education is one of four state agencies for two-year colleges in the country to participate in a pilot self-study project which is coordinated by the National Council of State Directors for Community and Junior Colleges. The participation of a South Carolina state agency in a comprehensive self-evaluation project is a milestone in the history of state government in South Carolina. Never before has a state agency staff undertaken a self-appraisal of agency roles and responsibilities and agency efficiency and effectiveness.

The entry of the South Carolina State Board for Technical and Comprehensive Education and the state agencies for two-year colleges in Maryland, Minnesota, and Nevada in this project represents an emerging trend for state agencies. As even greater demands are made for accountability and stewardship of public funds, other state agencies in South Carolina and in other states may find the self-study and self-appraisal process to be beneficial for future organizational growth and development. Indeed, it has been observed by the staff of the State Board for Technical and Comprehensive Education that the process of self-study has been equally as important and beneficial as the product.

The Central Office staff of the State Board for Technical and Comprehensive Education spent over six months in developing this study. Sub-committees were appointed in each of the major areas of study, and met on a regular basis to prepare and organize the information provided in this study. In conducting the study, a Self-Study Manual was followed as a guide. This Self-Study Manual was developed and approved by the National Council of State Directors for Community and Junior Colleges, and provides the framework of the question and answer format used in this study. Although many of the questions in the Self-Study Manual refer to "community" and "junior" colleges, the issues raised were very pertinent to the technical college coordination and administration within the South Carolina Technical Education System (TEC).

The culmination of the Self-Study of the TEC System will be the evaluation by a select visiting team of persons representing the interests of technical and occupational education either within South Carolina or in some other state. This evaluation team will be responsible for evaluating the self-study report developed by the Central Office staff and for evaluating the functions and effectiveness of the South Carolina State Board for Technical and Comprehensive Education. This team will submit a report to the Executive Director of the TEC System for use in further Central Office staff planning and development. It is anticipated that this committee will have a very positive effect on the future direction of the South Carolina Technical Education System.

A long series of events has led to the development of the Self-Study of the South Carolina State Board for Technical and Comprehensive Education. This chronology of events is provided on the next two pages.

CHRONOLOGY OF EVENTS IN TEC'S PARTICIPATION IN THE SELF-STUDY PROJECT

	EVENTS	DATE
1.	Commitment made by South Carolina to engage in the pilot project	September, 1975
2.	Approval of the Self-Study Manual by the State Directors at Fall Meeting	November 6, 1975
3.	Dr. Palmer announces TEC's participation in pilot project	November 14, 1975
4.	Appointment of TEC Self-Study Steering Committee	December, 1975
5.	Organizational meeting of Steering Committee to appoint Self-Study committee members and approve flow-chart of Self-Study deadlines	January 6, 1976
6.	Steering Committee meeting to finalize plans for the conduct of the Self-Study Project	January 23, 1976
7.	Orientation meeting for all participants in the Self-Study Project	February 5, 1976
8.	Steering Committee meets to review first draft of Self-Study	March 12, 1976
9.	Report delivered to the National Council at AACJC meeting on the progress of the TEC Self-Study	March 18, 1976
10.	Steering Committee meets to review second draft of Self-Study and to finalize format for preparation of the final report	April 23, 1976
11.	Sub-committee reports distributed to all participants to allow further revisions	May 5, 1976
12.	Steering Committee meets with Dr. Jim Owen to discuss second draft of Self-Study and the timetable for the evaluation team visit	June 11, 1976
13.	Final draft of Self-Study completed	June 25, 1976
14.	Self-Study presented to the Executive Director and to Division Directors	July 2, 1976

	EVENTS	DATE
15.	Report to NCSDCJC at Summer Workshop, Philadelphia	July 7-9, 1976
16.	Self-Study presented to State Board with tentative list of evaluation team members	July 11, 1976
17.	Select and notify evaluation team members and chairman	August 1, 1976
18.	Mail Self-Study and related documents to evaluation team members	August 20, 1976
19.	Evaluation team visit	September 26-29, 1976
20.	Evaluation team report submitted to Dr. Palmer	November 15, 1976
21.	State Board and staff review committee report, Self-Study manual, and Self-Study document in making a report to the National Council on areas of the project needing improvement	February 1, 1977

POSTSECONDARY EDUCATION IN SOUTH CAROLINA

Organization and Administration

In South Carolina, there exists a tripartite system of public postsecondary education which serves the citizens of the state. These three segments include the universities and their regional campuses, the state colleges, and the technical colleges.

Within the university segment, the University of South Carolina in Columbia and its network of eight (8) regional campuses (two-year and four-year campuses) constitute the largest postsecondary institution in the state, claiming over 30,000 students in 1975-76. Clemson University, at Clemson, is the state's land-grant university, and enrolled over 9000 students in 1975-76. The Medical University of South Carolina at Charleston claimed about 2000 students during the past year. These three universities, collectively, draw the largest number of full-time residential students of any group of institutions, and historically have commanded the greatest economic and political support of all three segments of public postsecondary education in South Carolina.

The second group of public institutions includes the six (6) state colleges. These are relatively small, regional baccalaureate and master's degree-granting colleges, and are located throughout the state. Lander College in Greenwood was an independent college which became state-supported in 1972. It serves the Piedmont region of the state. The College of Charleston, also formerly an independent college, is the state's oldest public college. The Citadel, also located in Charleston, was founded as the state's military college but has since broadened its offerings considerably. Francis Marion College at Florence is a modern college serving the Pee Dee region in the eastern part of the state. Winthrop College, founded as a state normal school for women, is now a coeducational state college and is located in Rock Hill. South Carolina State College, located at Orangeburg, was founded as the state's black land-grant college. The six institutions which constitute the state college segment enrolled over 13,000 students during the 1975-76 year.

The third segment of public institutions consists of the sixteen two-year technical colleges and centers which are strategically located throughout the state. This group of non-residential institutions provides low cost educational opportunities within commuting distance of over 95% of the state's citizens. These institutions emphasize technical and occupational training through certificate, diploma, and associate degree programs, and collectively enrolled over 120,000 headcount students in all credit and non-credit activities during the 1975-76 year.

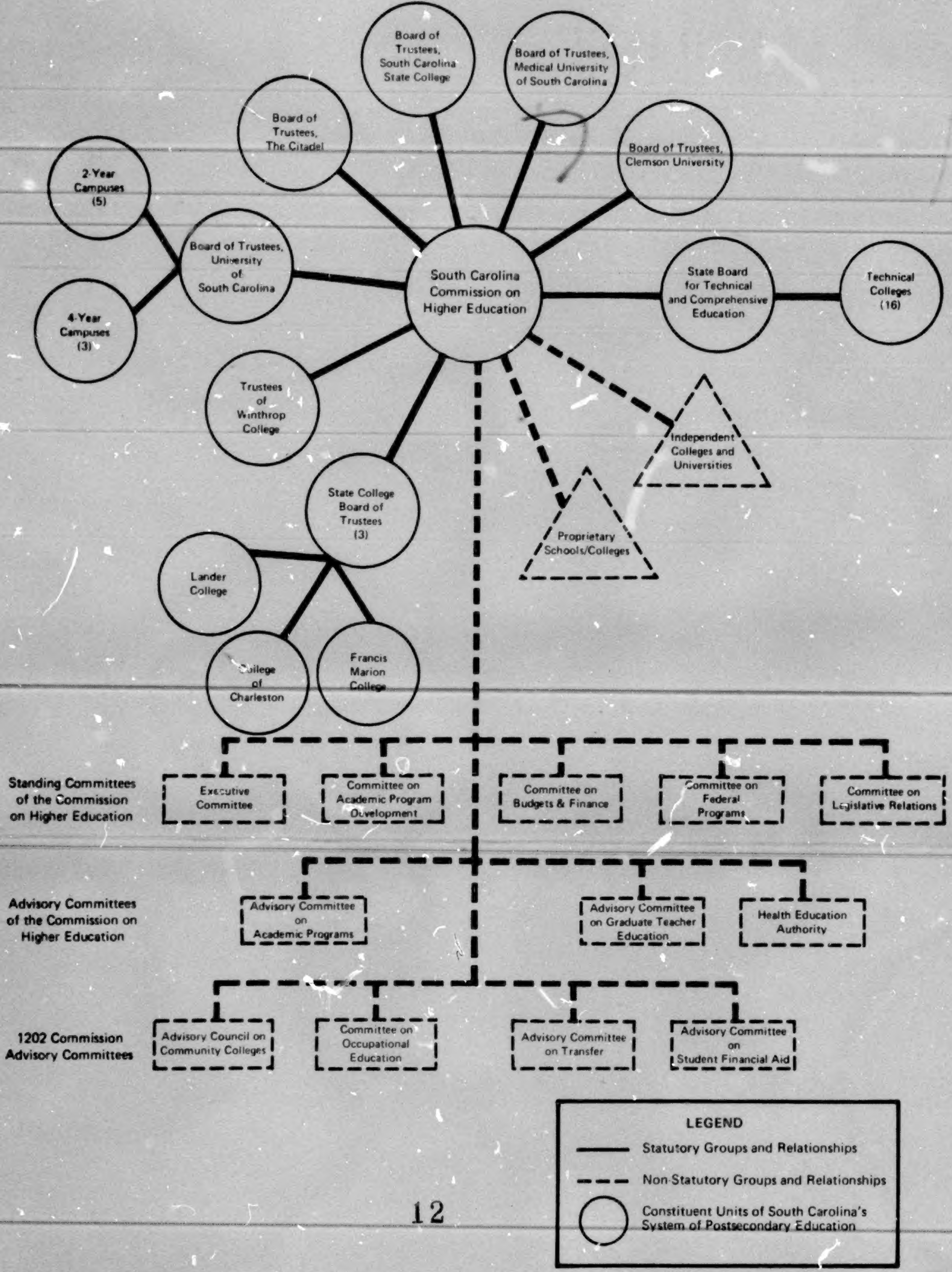
The public universities and senior colleges in South Carolina are governed by local boards of trustees. The University of South Carolina and its eight regional campuses are governed by a single board of trustees. Three state colleges (College of Charleston, Francis Marion College, and Lander College) are administered by a State College Board of Trustees, although the other three state colleges are governed by independent boards of trustees. The technical college system is governed at the state level by the State Board for Technical and Comprehensive Education. Each technical college is also administered locally by an area commission.

South Carolina's system of postsecondary education is coordinated at the state level by the South Carolina Commission on Higher Education. This body was created by an act of the legislature in 1967 to make studies regarding the roles, operations and structure of higher education, to submit recommendations to the Budget and Control Board and General Assembly, to receive and review annual appropriation requests of state-supported institutions for presentation, to approve all new programs, and to administer certain federal programs. The Board consists of twelve members appointed by the Governor, as well as ex-officio representatives of the universities, state colleges, State College Board, and the State Board for Technical and Comprehensive Education.

The Commission on Higher Education coordinates public postsecondary education and maintains liaison with private colleges and universities, although has no statutory authority for their coordination. The Commission discharges its responsibilities through effort of its professional staff and members of Standing Committees and Advisory Committees of the Commission (see chart on next page).

As the designated 1202 Commission, the Commission on Higher Education and several additional members serve as the body which assumes responsibility for statewide postsecondary planning and development, articulation and transfer, and the development of a statewide master plan.

SOUTH CAROLINA'S
SYSTEM OF POSTSECONDARY EDUCATION, 1976


Board of Trustees, South Carolina State College
Board of Trustees, Medical University of South Carolina
Board of Trustees, The Citadel
Board of Trustees, Clemson University
2-Year Campuses (5)
Board of Trustees, University of South Carolina
South Carolina Commission on Higher Education
State Board for Technical and Comprehensive Education
Technical Colleges (16)
4-Year Campuses (3)
Trustees of Winthrop College
Independent Colleges and Universities
State College Board of Trustees (3)
Proprietary Schools/Colleges
Lander College
College of Charleston
Francis Marion College
Standing Committees of the Commission on Higher Education
Executive Committee
Committee on Academic Program Development
Committee on Budgets & Finance
Committee on Federal Programs
Committee on Legislative Relations
Advisory Committees of the Commission on Higher Education
Advisory Committee on Academic Programs
Advisory Committee on Graduate Teacher Education
Health Education Authority
1202 Commission Advisory Committees
Advisory Council on Community Colleges
Committee on Occupational Education
Advisory Committee on Transfer
Advisory Committee on Student Financial Aid
LEGEND
Statutory Groups and Relationships
Non-Statutory Groups and Relationships
Constituent Units of South Carolina's System of Postsecondary Education

Political Environment in Higher Education, 1976

The political climate of South Carolina during the first six months of this year was quite stressful for the postsecondary educational community in the state. Several pieces of legislation were introduced in the General Assembly which challenged the existing structure of state-level agencies for postsecondary education in the state. One piece of legislation, in particular, was of considerable concern to the participants in the TEC Self-Study.

House Bill 3662 was signed into law by Governor James Edwards on June 17, 1976. This act deals specifically with the roles and authority of the State Board for Technical and Comprehensive Education and its area commissions. It was designed to streamline channels of communication among the State Board, local area commissions, and the TEC institutions. The following provisions are included in the recently enacted legislation:

- All personnel employed in the institutions and programs within the jurisdiction and control of the Board are designated state employees;
- There shall be no local supplements to any salaries;
- The Commission on Higher Education shall approve all criteria for college parallel programs and courses, and these shall be subject to termination by the Commission;
- The Board shall establish a minimum and maximum tuition fee with the approval of the Area Commissions. Any changes in fees must have the approval of the Board;
- Institutional fees are regarded as local funds under the guidelines of the Board;
- An area commission shall have the right to appeal to the

Budget and Control Board any final decision or action of the Board;

- The area commission shall employ the institutional chief administrative officer from a list of three candidates recommended by a committee consisting of the chairman of the area commission or designated commission member, the chairman of the State Board or designated State Board member, and one area president.

Another piece of legislation, Senate Bill 813, was introduced in March, 1976, culminating a six month legislative study of postsecondary education in South Carolina and the attendant responsibilities of the Commission on Higher Education. This bill was principally designed to reconstitute the Commission on Higher Education and to strengthen its authority. However, the bill was not enacted during the 1976 session of the legislature.

A BRIEF HISTORY OF THE SOUTH CAROLINA TECHNICAL EDUCATION SYSTEM

The South Carolina Technical Education System was conceived in 1961, with the appointment of a six-man Joint Legislative Study Committee by Governor Ernest F. Hollings. This Study Committee recognized that educated and skilled citizens constituted the state's most valuable resource. At that time, the future of South Carolina was bleak, as many young people were outmigrating to find jobs in the more industrialized states of the Northeast and Midwest. Unemployment rates exceeded twelve percent. Agriculture was becoming more automated and small farms were disappearing, leaving many people without jobs or skilled training in any other field. The state's textile industry was plagued with the influx of foreign imports. The study committee analyzed these problems and determined that the state had to diversity its economy to raise the economic level of its people.

Recognizing these factors, the study committee, under the chairmanship of then Senator John W. West, set as a goal the establishment of a program which would be responsive to the immediate needs of industry and which would train or re-train citizens for better paying jobs. Legislation was enacted in 1961 which authorized the establishment of the South Carolina Advisory Committee for Technical Training. Board members were appointed by the Governor to represent each of the state's Congressional Districts, and an initial appropriation of $250,000 was made to the Committee. A. Wade Martin, former Coordinator of Industrial Education Centers in North Carolina, was appointed Coordinator of the Advisory Committee.

Mr. Martin, in close consultation with the State Development Board, immediately established the Special Schools Program to provide crash training programs on a short-term, intensive basis for new and expanding industries. The specifications for the Special Schools Program called for a high degree of responsiveness to the needs of industry, flexibility, a central warehouse for equipment, and the ability to move swiftly.

However, Mr. Martin and the Advisory Committee felt that a companion program was also needed. They perceived that post-high school technical, manpower and other adult skill training could best be accomplished in permanent regional centers. The specifications for on-going technical education called for:

(1) The establishment of programs based upon documented job needs;

(2) The delineated area should graduate at least 3,000 high school students yearly within a 30 mile radius of the facility;

(3) The establishment of at least 13 centers which would place a center within 25 miles of 95% of the population;

(4) Provision of land, suitable facilities, and a share of the cost of operation by sponsoring counties;

(5) Provision of funds by the state for staff and equipment as well as statewide coordination and technical support as required;

(6) Provision of local supervision for the centers.

The programs offered within the Technical Education Centers were designed to meet a wide variety of educational needs. The primary objective of these programs was to increase the occupational competence of students through regular programs leading to a certificate, diploma, or associate degree. It was the intent of the designers to make a suitable program available to any adult citizen who wished to obtain a salable skill.

In 1962, Greenville County, the focal point of industrial development in the state and an education-conscious community, moved to establish the first TEC Center in the state. Other areas immediately followed the lead.

In 1963, the central office of the Technical Education Committee (TEC) received a federal grant for $5.6 million from funds generated by the Manpower Development Training Act (MDTA). The funds were used to establish a new manpower training program called STEP (Special Training for Economic Progress). This was the first massive approach to provide training for the unemployed and underemployed. Through this initial effort and subsequent Manpower Development Training Act programs, more than 40,000 disadvantaged citizens in South Carolina were provided occupational and literacy skills.

In 1968, TEC received a $2 million grant from the Department of Labor with which the South Carolina Rural Concentrated Employment Program (CEP) was initiated. In addition to expanding manpower training programs, this program provided funds for additional services such as assessment, orientation, health care, and placement. Over 7,000 rural poor were provided assistance through the services of this program.

Both the Manpower Development Training and the Concentrated Employment Programs served to identify the unemployed and underemployed through assistance from the South Carolina Employment Security Commission, to assess educational and training needs, and provide the training or support services necessary for job entry.

In 1969, the South Carolina General Assembly transferred the responsibility for administering the state's three Area Trade Schools to the TEC System. These Centers, located at Beaufort, Denmark, and West

Columbia, became full-fledged TEC institutions and continue to offer trade and craft education, as well as degree level technology programs.

In 1971, the Williamsburg Regional Manpower Training Center was dedicated. Located at Kingstree, it is the result of a multi-agency effort to build the economy of economically depressed Williamsburg County. The Center is coordinated by TEC, and is supported by local, state and federal agencies.

In October, 1970, A. Wade Martin passed away after having led the TEC System in unprecedented growth and expansion. Wyman D. Shealy was appointed interim director and continued the progress of the organization. In May, 1971, Julio L. Bortolazzo became the second Executive Director of the TEC System.

On August 26, 1971, O. Stanley Smith, Jr., Chairman of the TEC State Committee, was appointed Executive Director of TEC, replacing Dr. Bortolazzo who had resigned. Y. W. Scarborough, Jr., long-time committee member from the First Congressional District, was named Chairman.

In May, 1972, the law creating the TEC System was rewritten. The Advisory Committee for Technical Training was reconstituted as the State Board for Technical and Comprehensive Education and given the added responsibility of operating any new two-year, postsecondary comprehensive educational institutions, with the exception of branches of the University of South Carolina and Clemson University. In addition, the Board assumed responsibility for all programs previously operated by the Advisory Committee for Technical Training.

The effective date of Act 1268 (1972) which created the South Carolina State Board for Technical and Comprehensive Education was July 1, 1972. This new legislation provided for the expansion of programs within the system of technical education and for the creation of additional low cost, accessible educational opportunities.

In September, 1973, Dr. Charles E. Palmer, Associate Executive Director, assumed the duties as Executive Director of the State Board for Technical and Comprehensive Education. Under his leadership, the TEC program in South Carolina has continued to grow and prosper, serving over 100,000 state citizens each year in many diverse programs.

Essentially, TEC is dedicated to serving the technical needs of all South Carolinians and to accelerating the sound economic development of the state. Since its inception in 1961, the TEC program has grown to include sixteen institutions strategically located to serve the overwhelming majority of the state's citizens. Institutions in the South Carolina Technical Education System have trained over 600,000 South Carolinians in classes ranging from short-term employment upgrading courses to two-year technology programs. Curricular field include the agricultural technologies, allied health, business technologies, engineering technologies, public service technologies, and industrial and craft training, as well as college parallel programs at certain institutions. Additionally, over 50,000 South Carolinians have been trained to meet the job requirements of over 450 companies through the Special Schools Program.

The South Carolina Technical Education System has rightfully earned a national and international reputation for its high quality technical education program. Over 44 states and numerous foreign countries have visited South Carolina to examine the TEC program. In this bicentennial year, the South Carolina Technical Education System is completing its fifteenth year of service to industry and to the citizens of the State of South Carolina.

ADDENDUM

On June 24, 1976, Dr. Charles E. Palmer, Executive Director of the State Board for Technical and Comprehensive Education for the past three years, announced his resignation to accept a position in private higher education in another state. His resignation was accepted by the Chairman of the State Board.

Mr. G. William Dudley, Associate Director, was named as Interim Director until a successor to Dr. Palmer is located. The State Board has appointed a search committee to locate a new Executive Director.

GOALS, SCOPE AND LEGAL RESPONSIBILITIES

ABSTRACT ON GOALS, SCOPE AND LEGAL RESPONSIBILITIES

The South Carolina TEC System is administered at the state level by the State Board for Technical and Comprehensive Education, a governing and coordinating state-level agency created through legislation enacted by the South Carolina General Assembly in May, 1972 (Act 1268). The State Board is charged with the overall planning and coordination of the state's sixteen (16) two-year technical colleges and technical education centers. With the exception of two institutions, each college is locally administered by a local area commission consisting of lay representatives of the counties supporting TEC institutions. These local bodies are responsible for operating within the established policies and procedures of the State Board.

The Central Office staff of the State Board works with institutional staff and faculty in discharging the functions and responsibilities assigned to the State Board. The staff in Columbia is organized in six functional divisions: Planning and Evaluation, Financial Services, Manpower Services, Industrial Services, Educational Services, and Development. Additionally, personnel administration and Central Office administration are performed through the Office of the Executive Director.

The responsibilities of TEC Central Office Divisions are reflected in the philosophy and statewide goals of the TEC System. These goals appear in the State TEC System Five-Year Plan, 1975-1980, and are divided into two categories: output goals and support goals. Output goals provide the foundation for deriving annual educational and training programs of output objectives. Support goals provide the foundation for deriving annual management programs of support objectives.

Concomitantly, the TEC Central Office staff provides assistance to institutions in the development and review of local goals and objectives. Each institution is responsible for developing its own five-year plan, wherein both output goals and support goals are established, and specific measureable objectives are identified and evaluated on an annual basis.

The goals and objectives of the South Carolina Technical Education System reflect the occupational emphasis of educational, manpower and training programs and reflect the involvement of the TEC System in the economic and industrial development of the state. The TEC System is truly technical and comprehensive. Its educational offerings, manpower programs, special schools programs, adult and continuing education programs and other special programs characterize a system which annually touches the lives of over 100,000 South Carolinians.

1. State the overall role of the governing or coordinating board in the postsecondary education plan of the state.

In 1972 the South Carolina General Assembly passed Act 1268 which created the State Board for Technical and Comprehensive Education to replace the State Advisory Committee for Technical Training. It gave jurisdiction over all two-year, state supported, postsecondary institutions and programs to the new State Board, except for the University of South Carolina and Clemson University branches and centers then in operation. Although it granted authority to add college parallel programs to TEC's increasingly comprehensive educational program, the Act charged the State Board to continue its emphasis upon programs designed to promote economic development by serving new and expanding industry.

The Act also continued a policy of local area commission and advisory committee participation, and affirmed the requirement for local provision of capital facilities - all subject to State Board policy and budgetary control. Thus, over the years, TEC has become a fully comprehensive statewide educational system. As a unique and vital sector of postsecondary education in South Carolina, the South Carolina Technical Education System exists to meet the needs of South Carolina and its people.

2. Briefly describe in a few paragraphs the major purposes and objectives that the board and its staff have been established to accomplish. Cite the authority for these.

The major purposes are objectives of the State TEC System are as follows:

- Establish the Special Schools Program to provide crash training programs on a short-term, intensive basis for new and expanding industries;

- The establishment of programs based upon documented job needs;
- The delineated area should graduate at least 3,000 high school students yearly within a 30 mile radius of the facility;
- Provision of land, suitable facilities, and a share of the cost of operation by sponsoring counties;
- Provision of funds by the state for staff and equipment as well as statewide coordination and technical support as required;
- Provision of local supervision for the centers.

The authority for these purposes and objectives was established in Act 1268 of the Code of Laws of South Carolina, 1972. A copy of this Act is enclosed as Appendix A.

3. Explain briefly the historical development of the board and its staff.

The State Board for Technical and Comprehensive Education assumed the responsibilities formerly held by the Advisory Committee for Technical Training in July, 1972. The newly constituted State Board consisted of a representative from each of the state's six Congressional Districts, two members at-large, and two ex-officio members (the State Superintendent of Education and the Director of the State Development Board). Five members of the former TEC State Committee continued to represent their Congressional Districts.

In that same year, the TEC Central Office was restructured to secure increased effectiveness, efficiency, and to provide the best possible administrative leadership in support of the financial, administrative, educational, and industrial responsibilities of the organization. Two Associate Executive Directors (one for Education and one for Administration) coordinated the diverse functions assigned to them under the reorganization.

Subsequently, in July, 1973, separate Divisions were created under the two Associate Executive Directors. The Associate Executive Director for Administration became responsible for the Division of Planning and Research, the Division of Development, and the Division of Financial Services. The Associate Executive Director for Education became responsible for the Division of Industrial Services, the Division of Educational Services, and the Division of Manpower Services. A functional organization chart for the TEC Central Office in July, 1973, is attached as Appendix B.

This organization was modified slightly in 1974, after the promotion of the Associate Executive Director for Administration to the position of Executive Director. Under this modified arrangement, a single Associate Executive Director was appointed to handle the responsibilities of Central Office management and Personnel Administration. This person was also appointed to coordinate the respective activities and functions of the Divisions of Manpower Services, Educational Services, Financial Services, and Planning and Evaluation. The Division Directors in Development and Industrial Services reported directly to the Executive Director. A functional organization chart for the existing structure in the TEC Central Office is attached as Appendix C.

4. Are the purposes and objectives stated and approved by the board in a master plan or role and scope statement? If so, provide the most recent statement.

The current philosophy and statewide goals of the State Board for Technical and Comprehensive Education are provided in a "Statement of Policy" adopted by the State Board and its executive Director in October, 1974. The philosophy and goals statement adheres closely to the intent of legal authority creating the State Board for Technical and Comprehensive Education through Act 1268 of the Code of Laws of South Carolina in 1972. A copy of the policy on "Philosophy and Statewide Goals" appears as Appendix D.

The statement of philosophy and statewide goals is publicized widely in state-level publications, including the Annual Report of the State Board, the Policies and Procedures Manual, and the State TEC System Five-Year Plan, 1975-1980.

Within the State TEC System Five-Year Plan, 1975-1980, the ten statewide goals are divided into two categories: output goals and support goals. The first five goals are "output goals" and provide the foundation for deriving annual educational and training programs of output objectives. Output goals are:

- Meet occupational needs by providing associate degree, diploma and certificate programs open to all citizens in postsecondary vocational and technical education.
- Meet the needs of new and expanding industries, and other employers, and promote economic development by providing

industrial services and manpower development programs and services.

- Meet the needs of individuals for upgrading or developing skills and knowledge by providing adult and continuing education programs.
- Meet the needs of individuals who have not yet made career decisions by providing access to the first two years of college through college parallel programs.
- Meet the cultural and general education needs of local areas by providing community service programs.

Support goals provide the foundation for deriving annual management programs of support objectives. The support goals of the State TEC System are:

- Help students achieve personal and professional objectives by providing a comprehensive student services program with a strong emphasis on counseling.
- Improve instructional effectiveness and help students learn by employing systematic instructional approaches and modern technology.
- Provide the management support necessary to make educational programs effective by employing systematic planning approaches and modern technology.
- Project favorable public image as a unique part of higher education, maintain effective relationships with other agencies, and expand financial resources by employing systematic public information and fund raising procedures.

- Make the "open door" a reality by minimizing geographic, economic, academic and other barriers to educational opportunity while striving to make each student successful.

The emphasis of the South Carolina Technical Education System is unabashedly upon occupational education which serves both industrial needs and personal needs of South Carolinians. To this extent, the output goals and support goals conform well to this philosophy.

However, the priorities assigned to each of the output and support goals of the TEC System are frequently a source of both internal and external debate and discussion. Act 1268 (1972) served to broaden the scope and purpose of the TEC System, and affirmed the new priorities which reflect to a greater extent the existing personal and human needs of South Carolinians. This legislation, in many cases, merely affirmed and legitimized the broadening of the definition of technical education in the state. By 1972, many TEC institutions had already initiated programs in allied health, human and public services, business, and other areas which broaden personal career and occupational advancement but which may not provide narrowly-trained manpower for industry and business as do other TEC programs.

This broadening of TEC's original role and purpose has occasionally been criticized by persons who recognize TEC as a technical education system designed principally to attract and serve new and expanding industries and to increase the state's tax base by providing students specific skills for jobs identified by business and industry.

Adherents of this philosophy view the need to provide immediate and tangible economic benefit to industry and the state as paramount in preserving TEC's original mission. These individuals also view with skepticism the broadening of TEC's original mission to serve other types of needs within the state. Typically, these persons are most critical of the TEC System for incorporating the "community college" philosophy in its own philosophy and goals.

A somewhat broader interpretation of TEC's philosophy and goals within the state is shared by a growing segment of TEC officials and Central Office staff. To these persons, TEC is the recognized two-year system of technical and comprehensive education and is generally perceived as being analogous to the public community and junior college systems in other states. Adherents of this philosophy view service to industrial needs as essential, and perhaps primary, but also recognize that service to human and individual needs within the limitations of available resources is also essential. It is a widely held belief among these individuals that industrial needs and individual needs are not antithetical, and that service to both types of needs should be an integral part of TEC's role and scope in postsecondary education in the state. Accordingly, there is strong sentiment that priorities of statewide goals and objectives should reflect the broadened scope of service to the state, as provided for by enabling legislation.

These two differing philosophies should continue to be discussed at all levels within the TEC System to assure that a sound basis exists in the establishing of priorities, both institutional and systemwide. The State Board and the Central Office staff should constantly reexamine and reassess the adequacy of existing statewide goals and objectives to assure that they are realistic in terms of TEC's commitment to occupational education and the availability of resources to support current and future programming.

> RECOMMENDATION: That the State Board review periodically, as needed, the philosophy and goals of the State TEC System, and review annually the objectives of the System. Annual review and appraisal of objectives should assist in the establishing of statewide priorities within the System, within which institutions can and should develop their own priorities.

5. Does the state plan for community/junior colleges--if one exists--provide for the establishment of institutional as well as systemwide purposes and objectives? Does the state board provide leadership in this regard? How?

The TEC State Plan provides for and strongly supports the need for both institutional and statewide goals and objectives. TEC institutions are encouraged to provide leadership in the development of a local institutional philosophy, goals, and objectives which fall within the structure established at the state level for the entire TEC System.

The Central Office staff provides support for the development, review, and updating of institutional goals and objectives. The staff of the Division for Planning and Evaluation assists institutions in developing a participative "institutional planning model," whereby each institution becomes accountable to the citizens and industries which it serves by clarifying the purposes of the institution, identifying needs, and planning programs to meet needs. The Division for Planning and Evaluation assists in the on-going institutional planning process by sponsoring workshops and meetings with institutional planners in developing working documents which relate resources to needs over a continuing five-year planning cycle.

The leadership provided by the TEC Central Office is designed to encourage and support local planning initiatives. This has been particularly true with regard to the newer TEC institutions and the TEC institutions which were once operated as area trade schools under the aegis of the State Department of Education. The goals and objectives of these institutions now reflect their change to postsecondary technical education centers.

The Division of Planning and Evaluation needs to assess more rigorously the format and quality of institutional five-year plans, however. Attention needs to be given to the deemphasis of many descriptive statistical components of institutional plans and the reemphasis of planning objectives which reflect the unique characteristics and employment needs of each institution's service area.

> RECOMMENDATION: That the Division of Planning and Evaluation reassess the quality and level of institutional planning efforts as reflected by institutional five-year plans. Statistical data should be used as necessary to support the unique needs within each institution's service area, but should not serve as a substitute for the identification of specific planning goals and objectives.

The Central Office staff also needs to assess more accurately its influence on the local planning intitiative in all TEC institutions, particularly the older and more well established institutions in the System which often assert their own independence. The Central Office staff should continue to coordinate and monitor all statewide planning efforts, and particularly, the identification of goals and objectives for each technical college or center to assure that each institution is serving well its local constituency.

> RECOMMENDATION: That priorities be planned for assisting all TEC institutions in the development and assessment of locally defined goals and objectives. The Central Office Division staffs which work most closely with institutional planners in this capacity should regularly evaluate institutional effectiveness in meeting their stated goals and objectives.

6. Is there an orderly plan in operation which would bring community college services within the economic and geographical reach of virtually all residents within the state? At what point in its development is the state now located in its efforts to reach this goal if it is one of their objectives?

One of the ten major goals of the South Carolina Technical Education System is to "make the open door a reality by minimizing geographic, economic, academic and other barriers to educational opportunity while striving to make each student successful." The economic factor does not prohibit access to two-year technical education in South Carolina. The low tuition structure of $75.00 per quarter is less than the national average for public two-year colleges. Additionally, the readily available supply of Veterans Administration funds and student financial aid through federal, state, and local sources has enabled thousands of South Carolinians to overcome the obstacle of costly postsecondary education in the state. Factors such as these have assured broad access within the TEC System by minimizing the economic barriers to access.

The geographical factor is also not a barrier to opportunity for two-year college education. Nearly all areas of the state are currently within twenty-five (25) miles of a TEC institution or one of its extension centers. Several TEC institutions, in particular, should be commended for their use of regional manpower and extension facilities and for their use of local high schools and other locations within their service areas. No doubt, this has increased the accessibility of technical education, adult and continuing education, and industrial upgrading and updating to many additional state citizens who would perhaps otherwise not be served.

There are thirteen (13) counties of the total forty-six (46) counties which do not have a contractual, legal obligation to support a local TEC institution. Six of these counties are served by the two TEC Centers which are administered directly by the State Board for Technical and Comprehensive Education, rather than by local area commissions. These two centers were operated as trade schools under the State Board of Education, and as yet, local support for capital facilities has not been provided for these institutions. It is foreseen, however, that the creation of local area commissions by these institutions will serve to promote the need for local capital support. The Division of Development in the TEC Central Office should continue to assist these institutions in obtaining local funding for capital development and growth.

TEC programs and services are low cost and within commuting distance (25 miles one-way) of over 95% of the state's population. In general, the non-support of certain counties and the out-of-district fee are not significant issues within the TEC System. Economic and geographical barriers have, for the most part, been removed in assuring that postsecondary vocational and technical education at the two-year college level is accessible to nearly all state citizens.

7. Have upper level baccalaureate degree granting institutions been established in the state, where needed, or have community/junior colleges been permitted by state board action or inaction to become senior institutions thus changing their purposes and objectives of service? What effect has this had upon the other community colleges in the state and the communities they serve?

Upper level baccalaureate degree granting institutions have not been established in South Carolina, nor is any legislation pending to establish these types of institutions.

Under Act 1268, however, there were provisions to enable two-year branch campuses of the University of South Carolina to add the junior year class upon attaining an enrollment of 700 students and to add the senior year class upon attaining an enrollment of 1000. Since the legislation in 1972, four additional four-year colleges have been established. The legislation to allow this "pyramiding" of academic programs in the University's branch campuses will likely be amended this year. Act 1268 does not allow two-year institutions under the aegis of the State Board for Technical and Comprehensive Education to add the third year or fourth year of study.

In those communities which have witnessed the expansion of a two-year branch campus to a four-year college under the University, there is evidently good rapport between the TEC institution and the four-year college. TEC institutions in these communities can potentially serve as "feeder" colleges, although the hazards of unnecessary duplication remain. Potential duplication also exists in the communities which have both a TEC institution and a two-year branch campus of the University of South Carolina. In these communities, program cooperation and articulation is encouraged, and in some cases, demanded prior to approval of new programs. This matter will continue to be monitored very closely by the Central Office staff, the State Board, and the Commission on Higher Education during the next several years.

8. To what extent is the state board or its staff equipped to promote, expedite and support the purposes and objectives of the institutions within the system?

The following goals are long-tern statements of general purpose for the State TEC System as a whole. Their order of presentation is not meant to imply priority. Priorities change through the years as they reflect changing needs. Priorities are expressed for any one fiscal year by programs of time-constrained measurable objectives derived from goals and designed to meet the specific needs identified for that year.

Goal I Meet occupational needs by providing associate degree, diploma, and certificate programs open to all citizens in postsecondary vocational and technical education.

All new associate degree and diploma programs at each institution must go through a program approval process which includes ultimate approval by the State Board for Technical and Comprehensive Education as well as the Commission on Higher Education. The staff of the Division of Educational Services of State TEC provides assistance for the formulation and writing of these proposals through its area curriculum coordinators. The State TEC staff of the Division of Industrial Services has been mandated by the State Board to provide the Services for their area industrial coordinators to carry out the manpower need survey for the justification of the proposed program.

The final proposal is sent to the Education Committee of the State Board for Technical and Comprehensive Education for review and recommendation to the full board for approval or nonapproval.

Goal II Meet the needs of new and expanding industries, and other employers, and promote economic development by providing industrial services and manpower development programs and services.

Two divisions within State TEC are set up to fulfill this goal: the Division of Industrial Services and the Division of Manpower Services.

The Division of Industrial Services provides crash training programs on a short-tern, intensive basis for new and expanding industries. The specificiations for the special schools program calls for a high degree of responsiveness to the needs of industry, for flexibility, for a central warehouse for equipment, and for the ability to move swiftly.

The Division of Manpower Services was originally organized under funds to provide a program called STEP (Special Training for Economic Progress). This was the first massive approach to provide training for the unemployed and underemployed. In the initial effort and subsequent MDTA (Manpower Development and Training Act) program, more than 40,000 disadvantaged citizens in South Carolina were provided occupational and literacy skills.

In 1968, funds were received to begin a CEP (Concentrated Employment Program) program. This program provides funds for additional services such as assessment, orientation, health care, and placement.

Both the MDTA and the CEP Programs serve to identify the unemployed and underemployed through assistance from the South Carolina Employment Security Commission to assess educational and training needs, and to provide the training or support services necessary for job entry.

Goal III Meet the needs of individuals for upgrading or developing skills and knowledge by providing adult and continuing education programs.

See Goal V

Goal IV Meet the needs of individuals who have not yet made career decisions by providing access to the first two years of college through college parallel programs.

The staff of the Division of Educational Services assists institutions offering the college parallel program by sponsoring statewide meetings on curriculum development in the Arts and Sciences. This serves to give faculty and staff a better understanding of the role and function of the college parallel program in a system of technical of technical education which is designed to meet student needs.

The staff of this division maintains close liaison with the Commission on Higher Education to assure that college parallel programs are clearly understood. Articulation efforts are undertaken with deans and registrars of senior colleges and universities to help students in the transfer of credit. The Director of the Division of Educational Services serves as a member of the Advisory Committee on Transfer, Commission on Higher Education, and this enhances the awareness of senior college parallel program.

Finally, the staff of the division works closely with the staffs in the institutions seeking to initiate new college parallel programs. Although the State Board's criteria for college parallel programs cannot be met by many institutions as a result of the presence of other institutions in their service area or a lack of an adequate population base, the staff does assist institutions in determining the need and feasibility of new programs. Such studies typically address the needs of individuals seeking an accessible, low cost education which is readily transferable to senior institutions in the state.

Goal V Meet the cultural and general education needs of local areas by providing community service programs.

The State Board assumes as an initial premise that support for all of South Carolina's state supported institutions of higher education comes from a single source, and that competition among institutions to serve the public involves two or more agencies of the state attempting to provide the same services to the same persons. This is tantamount to having the state compete against itself. However, the State Board and staff have a major responsibility to ensure that the TEC system meets the needs of the citizens who support it with their tax dollars.

The following are ways in which the State Board staff assists the individual institutions in efforts to meet the continuing education needs of their service area:

- Provides adequate funding of Continuing Education Programs
- Cooperates with other state agencies to ensure the

integrity of their respective programs for adult learners and to eliminate duplication of effort

- Assumes a leadership role for developing relationships among individual TEC institutions and other public and private higher education institutions, which provide continuing education services to the state
- Provides leadership in continuing education and community service, including assistance in the development of new programs and services
- Develops criteria for qualifying Continuing Education Units (CEU'S) as a basis for state financial support
- Initiates and maintains a reporting system for periodically recording and analyzing community service and continuing education participation and cost data for use in planning and evaluation
- Coordinates the continuing education activities within the State TEC System, thus assuring that responses will be made promptly to meet critical needs identified by groups of adults.

Goal VI Help students achieve personal and professional objectives by providing a comprehensive student services program with a strong emphasis on counseling.

In the Division of Educational Services the subdivision of Student Services assists the staffs of TEC institutions in those areas ascribed to the field of student development. A professional staff consisting of a Senior Coordinator of Student Services and a Coordinator of Student Services Programs provide consultative, planning, developmental, and evaluative services in the following specific areas:

- Admission Policies and Activities
- Attrition and Retention
- Counseling Services
- Student Financial Aid
- Employment Placement
- Follow-up Graduates and Nongraduates
- Guide to TEC
- Human Potential Workshops
- Program Evaluation
- Recruitment Activities and Techniques
- Staff Development
- Student Activities
- Student Code Publication
- Student Fees
- Student Government
- Health Services
- Records
- Registration
- Orientation
- Testing and Evaluation
- Veterans Affairs
- Career Exploration

Goal VII Improve instructional effectiveness and help students learn by employing systematic instructional approaches and modern technology.

The responsibility for this goal in the Educational Services Division is specifically the function of Educational Technology. The objective within this service area is to assist faculty and staff in the sixteen institutions in the facilitation of human learning through the systematic identification, development, organization, and utilization of a full range of learning resources, and the management of these processes. Specific activities to implement the concept of educational technology are as follows:

- Coordinate, consult, promote, and assist in
    - the development of relevant instructional techniques,
    - the acquisition and utilization of audiovisual hardware, and
    - the acquisition and/or production of software
- Coordinate the utilization of educational television by the sixteen institutions through program development, selection of relevant instructional and community interest programs, and liaision with all state agencies in the utilization of TEC facilities for educational television programs
- Coordinate the activities of librarians and media personnel

- Maintain an inventory of learning resources through professional contact within and without the state and disseminate the "state of the art" through personal contact, newsletters, seminars, and workshops
- Evaluate, for system utilization, instructional materials, processes, hardware, and software

Goal VIII Provide the management support necessary to make educational programs effective by employing systematic planning approaches and modern technology.

The Division of Planning and Evaluation attempts to work very closely with institutional staff in conducting necessary planning and evaluation. The division also prepares a State TEC System Five-Year Plan which analyzes both existing and projected needs and resources for the next five years. This plan requires evaluation of the achievement of annual output objectives, and in effect, protrays institutional roles and service as well as any existing publication within the Central Office.

The Central Office has procedures whereby institutions can conduct their own planning efforts. Criteria exist for the planning and development of new institutions and new campuses. The Central Office staff exercises leadership in the development of institutional five-year plans through the adoption of an institutional planning model and the use of planning task forces at each institution.

Concurrent with the implementation of a statewide planning at local levels, efforts were initiated at state level to identify the policies and procedures necessary to manage resources statewide and support local institutions. Task forces have been appointed to deal with facilities utilization and construction, budgeting and finance, student records, curriculum development, personnel, administrative organization, and other matters of common concern. An Occupational Information System (OIS) was developed to project net occupational demands statewide and at local levels. A capability to use support methodology to project enrollments for all curricula, in all programs, for all institutions, was developed. There has been developed a proposed catalog of management information reports, a management information systems manual, and a student record system manual. Also, a long-range computer support study was intitiated and completed.

Goal IX Project a favorable public image as a unique part of higher education, maintain effective relationships with other agencies, and expand financial resources by employing systematic public information and fund raising procedures.

In keeping with the intent of Act 1268 and the Philosophy and Goals of the State Board for Technical and Comprehensive Education, the Central Office staff has been organized by divisions of responsibility to carry out policies and procedures. Board and staff liaison is maintained with other high education agencies.

The State Board guidelines for institutional development and operation provides for shared funding. This is shown in the statewide and institutional five-year plans.

Goal X Make the "open door" a reality by minimizing geographic, academic, and other barriers to educational opportunity while striving to make each student successful.

This goal statement is in keeping with Act 1268 in providing an adequate program of vocational-technical education. This is interpreted as serving all areas, industries, and people of the state. The intent of this goal is carried out through a statewide system of sixteen technical colleges/centers, strategically located for easy commuting distance of approximately 95 percent of the population. The institutions have open access with counseling student aid services, developmental programs, and low tuition, striving to remove all barriers to educational opportunity.

9. Aside from statues or policies contained in a state plan, what expectations do the legislature, other public agencies and member institutions have for the state board and staff?

Expectations that the legislature has for the state board and staff

The South Carolina legislature looks to the State Board for Technical and Comprehensive Education and its staff, to provide expertise and leadership in developing the skills and knowledge of the adult citizenry who do not possess the necessary abilities to take advantage of occupational opportunities that prevail within the state, to the point that they can become gainful citizens.

Every legislator in the South Carolina General Assembly is aware. to some extent, of the contribution that the South Carolina Technical Education System has made to the economic progress made in this state over the past fourteen years. The legislators expect that the State Board for Technical and Comprehensive Education will continue to contribute in the economic progress of this state by making occupational education available to all adult South Carolinians who need this human service. The legislature also expects that the State Board for Technical Education and its staff will continue to make this contribution with optimum efficiency of operations and at a cost to the state that is within the resources of the state.

Expectations that other public agencies leave for the State Board and staff

State Agencies and local govermental agencies within the state of South Carolina look to the State Board for Technical and Comprehensive Education and its staff for a variety of resources and services not specifically delineated in statutes or policies.

The State Development Board expects the State Board for Technical and Comprehensive Education and its staff to provide the expertise necessary to provide industrial prospects with the technical details of the educational and training capabilities of the state in terms of time, equipment, numbers of trainees, etc.

Other state agencies look to the State Board for Technical and Comprehensive Education for the special training of newly created needs, such as have been brought about by environmental control regulations in recent years. They look to the State Board for Technical and Comprehensive Education and its staff for cooperative endeavors in special fields of education and training.

Expectations that the member institutions have for the State Board and staff

The sixteen technical colleges and technical education centers comprising the technical education system in South Carolina expect the State Board for Technical and Comprehensive Education and its staff to provide leadership in the direction of the System and provide the resources needed to attain quality programs throughout the state. The State Board for Technical and Comprehensive Education and its staff is the principal resource center of the System in all categories of operation. The member institutions expect this recourse to be current, innovative and responsive to their needs.

10. Describe any additional substantive questions or issues regarding goals, scope and legal responsibilities

The continuation of the "open-door philosophy" in view of budgetary limitations

The nationwide recession of 1974-75 precipitated a loss of economic growth for the State of South Carolina. Since the state's economy is expected to be slow in recovering its former growth momemtun, the South Carolina General Assembly has proceeded very cautiously in expanding the state's financial responsibilities.

The statewide growth in TEC enrollments has approached 25% per year each of the last several years. State appropriations for technical education, however, have not kept pace with this rate of growth. The State Board for Technical and Comprehensive Education received a net increase of only 3.8% in its state appropriation between 1974-75 and 1975-76. Additionally, the State of South Carolina failed to meet its projected revenue forecasts for FY 1975-76, and as a result, all state agencies were required to forfeit 8% of their allocated funds for FY 1975-76.

These developments have placed immense strain on technical education institutions in maintaining and supporting the philosophy of the "open door". As enrollments have grown rapidly, some institutions have become seriously underfunded in maintaining their current level of commitment. Many institutions have limited enrollments in certain areas, and others have not accepted any new students during the 1975-76 year.

In view of these constraints, the State Board should reckon with these problems and adopt a formal posture regarding the TEC System and the "open door" philosophy which is part of its stated purpose.

RECOMMENDATION: That the State Board continually review the "open door" philosophy in view of budgetary, political, and other constraints, and adopt a formal position on maintaining the open door philosophy during this period of less rapid economic growth.

RECOMMENDATIONS ON GOALS, SCOPE AND LEGAL RESPONSIBILITIES

1. That the State Board review periodically, as needed, the philosophy and goals of the State TEC System, and review annually the objectives of the System. Annual review and appraisal of objectives should assist in the establishing of statewide priorities within the System, within which institutions can and should develop their own priorities.
2. That the Division of Planning and Evaluation reassess the quality and level of institutional planning efforts as reflected by institutional five-year plans. Statistical data should be used as necessary to support the unique needs within each institution's service area, but should not serve as a substitute for the identification of specific planning goals and objectives.
3. That priorities be planned for assisting all TEC institutions in the development and assessment of locally defined goals and objectives. The Central Office Division staffs which work most closely with institutional planners in this capacity should regularly evaluate institutional effectiveness in meeting their stated goals and objectives.
4. That the State Board continually review the "open door" philosophy in view of budgetary, political, and other constraints, and adopt a formal position on maintaining the open door philosophy during this period of less rapid economic growth.

ORGANIZATION AND ADMINISTRATION

ABSTRACT ON ORGANIZATION AND ADMINISTRATION

The following information dealing with organization and administration of the State Board for Technical and Comprehensive Education addresses itself to the following broad areas of organization and administration. First, to define the type of responsibility the Board has and list the 16 technical colleges/centers over which the Board has jurisdiction. The size of the Board, method of selections, terms of office and so forth are set forth. The internal structure of the Board is discussed at some length and the various committees which represent the input devices for the Board are set forth and discussed.

A second area contained in this section describes the overall administrative structure, both by function and position, of the Board itself and of the Board's staff. The function of the Central Office is discussed from the standpoint of its six major divisions and administrative support component.

A third area contains a table showing Board action taken during the past year. Board minutes are attached.

The fourth area deals with the relative status of the various echelons of administration within the entire TEC system. Central Office personnel heading up divisions are equated to appropriate levels of administration in the colleges/centers.

The fifth area discusses the agency's authority vis-a-vis legislation passed by the General Assembly.

The six area discussed deals with the professional development opportunities available for the State Board staff.

The seventh area discusses the ability of the State Board and its staff to administer and enforce policies and regulations.

The final section of the report deals with the composition of the "1202 postsecondary education commission".

1. Does the Board have responsibility for coordinating or governing community colleges only, or does it have responsibilities for other types of institutions?

The Board has governing authority over all two year, state supported, postsecondary institutions and their programs, with the exception of university branches and centers. This jurisdiction presently includes only the following sixteen institutions of the TEC System.

- Aiken Technical Education Center
- Beaufort Technical Education Center
- Chesterfield-Marlboro Technical College
- Denmark Technical Education Center
- Florence-Darlington Technical College
- Greenville Technical College
- Horry-Georgetown Technical College
- Midlands Technical College
- Orangeburg-Caloun Technical College
- Piedmont Technical College
- Spartanburg Technical College
- Sumter Area Technical College
- Tri-County Technical College
- Trident Technical College
- Williamsburg Technical, Vocational and Adult Education Center
- York Technical College

2. Outline and describe the size, method of selection, term of office, committee structure, and overall functions assigned to the governing or coordinating board. Are there by-laws by which the board operates?

The Board consists of eight members, appointed by the Governor for terms of six years and until successors are appointed and qualify. One member is appointed from each of the six congressional districts, with the advise and consent of the legislative delegations of the congressional district involved. Two members are appointed on an at-large basis by the Governor. In addition, the State Superintendent of Education and the Executive Director of the State Development Board serve as ex-officio members of the Board. The Board elects a chairman from its membership.

On January 14, 1976, the State Board established seven standing committees to advise on appropriate action.

- Executive Committee

Chairman	State Board Chairman
Members	2 members of State Board
Assignment	General Administration and Central Office Administration
Staff Consultant	Executive Director

- Management Committee

Chairman	State Board Chairman
Members	2 State Board Members 14 Area Commission Chairmen
Assignment	Roles and Relationships, By-Laws Policies, Procedures, Legislative Liaison
Staff Consultant	Executive Director

- Operations Committee

Chairman	State Board Member
Members	2 State Board Members 16 Presidents/Directors of Institutions
Assignment	Facility Operation, Facility Construction Facility Equipment, Long-range Planning, TEC System Liaison, Problem Solving, Facility Utilization
Staff Consultant	Associate Executive Director

- Finance Committee

Chairman	State Board Member
Members	2 State Board Members 4 Area Commission Chairmen 4 Presidents/Directors of Institutions
Assignment	Budget Planning, Budget Control, Audits, Appropriations
Staff Consultants	Director, Division of Financial Services, Division for Planning and Evaluation

- Education Committee

Chairman	State Board Member
Members	2 State Board Members 4 Area Commission Chairmen 4 Presidents/Directors of Institutions
Assignment	Criteria for Degree and Diploma Programs and Courses, Curriculum Content, and Duplication
Staff Consultant	Director, Division of Educational Services

- Personnel Committee

Chairmen	State Board Member
Members	2 State Board Members 3 Area Commission Chairmen 4 Presidents/Directors of Institutions
Assignment	Human Relations, Compensation and Benefits Plans, Organization Development, Individual Development, Recruitment, Public Relations, Human Resources, Grievance Procedures, Equal Emploument Opportunity

- Industrial Services Committee

Chairman	State Board Member
Members	2 State Board Members 3 Area Commission Chairmen 4 Presidents/Directors of Institutions
Assignments	Special Schools, Federal Training Programs, Industrial Liaison, Institutional Liaison
Staff Consultants	Director, Division of Industrial Services Director, Division of Manpower Services

RECOMMENDATION: That standing committees act solely as recommending bodies and that the limited authority of each committee be clearly stated.

The following functions have been established by legislative statute, as prerogatives of the State Board:

- Maintain coordination with the Commission on Higher Education through services of State Board chairman as ex-officio member of the Commission, and through presentation of the State Board's plans, programs, and educational budget to the Commission for review and comment.

- Be responsible for the development and implementation of an adequate post high school vocational and technical training program.
- Establish criteria for the establishment of new public two year, postsecondary institutions and programs, such criteria should include minimum population requirements for the area to be served, and minimum annual secondary school graduates in the area to be served, with specific allowances for the other postsecondary institutions within the area to be served.
- Encourage local participation in programs and institutions through the mechanisms of local boards and advisory committees, and through the requirements of local provision of capital facilities.
- Establish state level policy and control over local boards and advisory committees through, but not limited to: (a) establishment of maximum tuition and fee charges, (b) awarding of certificates, diplomas, and associate degrees to to students who successfully complete authorized and prescribed courses of study and training, (c) participation in programs of federal aid, and (d) acceptance and administration of donations of funds, real property or equipment from individuals, corporations, foundations and governmental bodies, and possession of title to all donated or puchased equipment for which maintenance is provided by the state.
- Annually file reports on its activities, with appropriate recommendations, to the Governor and the General Assembly.

The State Board is currently in the process of developing a set of by-laws through which to operate.

3. Describe and chart the present overall administrative structure---both by function and position---of the staff of the Board.

Appendix E provides a chart of the functional organization of the TEC System. The functions of the Central Office are organized into six major divisions and an administrative support component. These six divisions are as follows:

- The Division of Educational Services is concerned with the broad areas of curriculum and instruction, learning resources and instruction, special funded curriculum/course projects, continuing education activities, student development services, involvement in external articulation activities, and faculty and staff development. The following outline briefly describes the activities in each of these areas:

AREA ONE: CURRICULUM AND INSTRUCTION

- Coordinate Development of Degree/Diploma Programs
  - Structure and Format Development
  - Review and Prepare for Appropriate Approvals
  - Articulate Academic/Technical Programs
    - Within TEC System
    - Senior Institutions
    - High Schools/Vocational Centers
    - Department of Education
    - Veterans Administration

- Business/Industrial Communities
- Commission on Higher Education
- Evaluate Degree/Diploma/Certificate Programs
- Coordinate Course Development
  - Maintain System Inventory of Courses
  - Analyze and Approve New Courses
  - Evaluate
  - Articulate
    - Senior Institutions
    - High Schools/Vocational Centers
    - Department of Education
    - Veterans Administration

AREA TWO: LEARNING RESOURCES AND INSTRUCTION

- Coordinate, Consult, Promote and Assist In
  - Development of Instructional Techniques
  - Utilization of Media
  - Development of Learning Objectives
- Coordinate Utilization of ETV
  - Program Development
  - Program Selection and Distribution
- Coordinate System-wide Functions of Library Resources
- Maintain Inventory of Learning Resources
  - Individualized Systems
  - Experimental or Unique Instructional Programs
  - Media Resources: Hardware/Software
- Evaluate Instructional Materials
- Articulate System Utilization

AREA THREE: SPECIAL FUNDED CURRICULUM/COURSE PROJECTS (NSF-WASTE WATER, ETC.)

- Development
- Production
- Field Testing
- Implementation
- Evaluation

AREA FOUR: CONTINUING EDUCATION ACTIVITIES

- Coordinate Development and Implementation of statewide courses
- Coordinate Research and Inventory of Courses/Materials
- Coordinate Activities for non-credit Instruction
- Evaluate
- Articulate

AREA FIVE: STUDENT DEVELOPMENT SERVICES

- Coordinate Recruitment Activities/Techniques
- Coordinate Admission/Placement Policies and Activities
  - Development of Evaluational Instruments
  - Assist in Development of Placement Criteria
  - Coordinate Utilization and Implementation
  - Evaluate
- Coordinate Counseling Services
  - Staff Development
  - Research and Dissemination of Information
- Coordinate Student Financial Aid Activities
- Coordinate Utilization of Student Record System
  - Research
  - Development

Implementation

Evaluation

Coordinate/Cooperate in Program of Placement and Follow-up

Curricula

Students

Employers

AREA SIX: INVOLVEMENT IN EXTERNAL ARTICULATION ACTIVITIES

Senior Institutions

Public Schools

Commission on Higher Education

Department of Education/Office of Vocational Education

Veterans Administration

State and Federal Agencies

Regional and Professional Accrediting Agencies

Business/Industrial Communities

Staff Membership on Various Agency Committees

AREA SEVEN: FACULTY AND STAFF DEVELOPMENT

Coordinate Development of Policies and Procedures

Assist Development of Institutional Activities

Assist Development of System-wide Programs

Review and Evaluate

Coordinate Central Office Staff Development Activities

AREA EIGHT: PARTICIPATION IN INSTITUTIONAL AUDIT OF STUDENT RECORDS AND CURRICULUM

Review and advise institutions on adequacy of

- Student records and transcripts
- Veterans' Administration files
- Enrollments, Placement, Staffing, and Resources of a Sample of Programs

The Division of Educational Services contains the following professional staff:

Division Director

Curriculum	Continuing Education	Instruction & Media	Faculty & Staff Development	Student Services
Senior Coordinator for Curriculum and Coordinator for Allied Health Programs	Coordinator for Continuing and Cooperative Education	Senior Coordinator for Educational Technology		Senior Coordinator for Student Services
Coordinator of Agriculture Programs		Coordinator for Educational Technology		Coordinator for Student Services
Coordinator for Engineering Technology Programs				
Coordinator for Allied Health Programs				
Coordinator for Industrial Programs				
Coordinator for Vocational Program Articulation				
Coordinator for Special Training Projects				
Coordinator for Arts and Science and Public Service Programs				

Total Professional Staff - 14

o The overall functions of the Division of Development primarily include serving as initiator and facilitator for the procurement of external funding to supplement state funds for programs, equipment, facilities, and special projects; and serving as a distributor of public information on the statewide TEC System. These overall functions are categorized as four sub-functions:

AREA ONE: GRANTS ADMINISTRATION

Research and distribution of information on federal legislation, regulations and procedures for grant applications and management of funds received

Coordinate regional and statewide workshops on resource development

Assist institutions with pre-application and application technical assistance on facilities funding

Serve as liaison with federal, regional and state agencies in grants and contracts

Identify sources for statewide funding and develop proposals of a systemwide nature

Review A-95 reports on federal requests from other agencies

Provide institutional personnel individual assistance in grants development techniques and procedures

AREA TWO: PUBLIC AFFAIRS

Research and distribution of state legislation affecting technical education

Coordinate preparation of statewide exhibits and annual awards meetings

Coordinate activites of out-of-state and foreign visitors

Assist with development of Annual Budget Presentation to Budget and Control Board

Serve as liaison with the state's General Assembly

Assist with preparation of TEC Facts

AREA THREE: PUBLIC INFORMATION

Compile reports and furnish public information to other agencies, local and national media, the press

Coordinate and assist institutional public information efforts

Coordinate regional and statewide workshops for public information

Edit systemwide monthly publication, TEC Notes

Develop media presentations, radio tapes, T.V., magazine and newspaper information

Prepare background information and data for speeches as requested

Assist with planning of institutional groundbreakings, dedications, graduations, etc.

Provide institutions with news clippings/national articles of interest

AREA FOUR: PUBLICATIONS

Edit and coordinate all activities related to IMPACT magazine

Coordinate and assist with preparation of

Curriculum Guide

Common Calendar

General Information Brochure

TEC Conference Proceedings

Review and edit papers and articles from TEC staff for potential publication nationally

The Division of Development is organized as follows and has a total professional staff of five:

Division Director

Grants Administration	Public Affairs	Public Information	Publications
Coordinator of Grants Administration	Coordinator of Public Affairs	Coordinator of Public Information	Coordinator of Publications

- The Division of Financial Services is responsible for managing Central Office financial activities and for monitoring the financial affairs of the sixteen institutions. The Division is concerned with the broad financial areas of budgeting, accounting and purchasing. The following provides a more descriptive outline of these areas:

AREA ONE: BUDGETING

Budgeting and Fund Allocation

Institutional ~~Fiscal~~ Analysis and Evaluation

Program Monitoring

Financial Planning

AREA TWO: ACCOUNTING

Accounts Payable

Accounts Receivable

Bookkeeping

Payroll

Financial Systems and Procedures

Cost Analysis

AREA THREE: PURCHASING

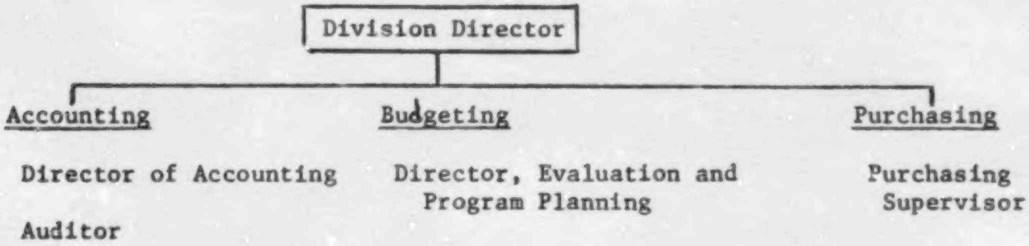
Purchasing

Coordination with Central State Purchasing

Coordinates Selection of Goods and Services

Informal Budget Monitoring

The Division of Financial Services is organized as follows and has a total professional staff of five:


Division Director
Accounting
Budgeting
Purchasing
Director of Accounting
Auditor
Director, Evaluation and Program Planning
Purchasing Supervisor

o The Division of Industrial Services is responsible for conducting Special Schools, maintaining liaison with industry, maintaining equipment and administering the Production Center. Within each of these areas are the following activities:

AREA ONE: SPECIAL SCHOOLS

Conduct analysis of company needs and develop lead-time schedule

Recruitment of trainees
Warehousing and transportation
Conduct and monitor training program

AREA TWO: LIAISON WITH INDUSTRY

Surveying industry to identify manpower needs

Survey of wage and fringe benefits
Identification of in-plant and special training projects

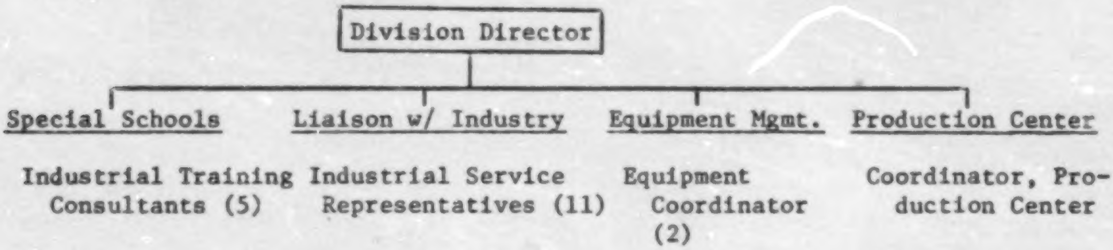
AREA THREE: EQUIPMENT MANAGEMENT

Acquiring needed equipment for special schools
Maintaining inventory of equipment

AREA FOUR: PRODUCTION CENTER MANAGEMENT

Acquiring and maintaining inventory of materials
Printing required materials for Central Office

The Division of Industrial Services is organized as follows and has a total professional staff of twentytwo.


Division Director
Special Schools
Liaison w/ Industry
Equipment Mgmt.
Production Center
Industrial Training Consultants (5)
Industrial Service Representatives (11)
Equipment Coordinator (2)
Coordinator, Production Center

o The Division of Manpower Services is responsible for coordinating/monitoring federal manpower programs in the TEC System. The division is concerned with the broad areas of manpower planning, liaison with state and federal manpower agencies, and administration/coordination of institutional manpower projects. More specifically:

AREA ONE: MANPOWER PLANNING

Assist in development of statewide Manpower Plan

Coordinate procedures to determine suitability and evaluation of manpower projects

AREA TWO: LIAISON WITH MANPOWER AGENCIES

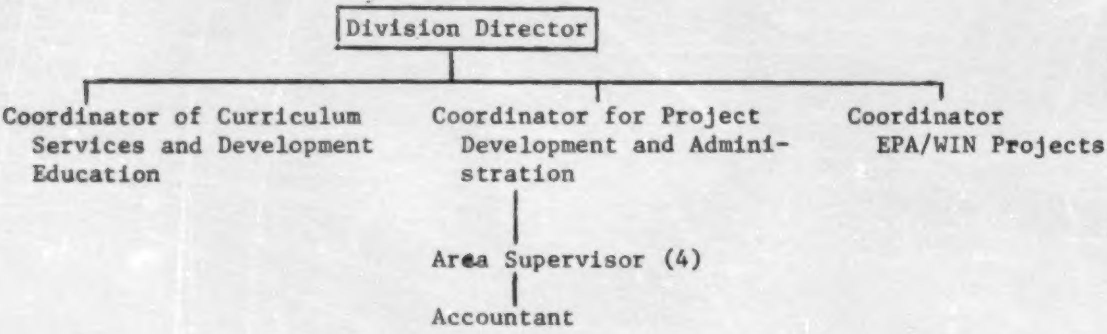
Maintain close working relationship with Department of Labor, Health, Education and Welfare; Environmental Protection Agency, Division of Administration--Office of the Governor, Employment Security Commission, Development Board, State Manpower Council, Area Planning Boards

AREA THREE: ADMINISTRATION OF INSTITUTIONAL MANPOWER PROJECTS

Coordinate planning, development, implementation and evaluation of all CETA and EPA/WIN Manpower Projects

Provide in-service training and curriculum assistance to institutions in conduct of Manpower Training Programs

The Division of Manpower Services is organized as follows and has a total professional staff of nine.


Division Director
Coordinator of Curriculum Services and Development Education
Coordinator for Project Development and Administration
Coordinator EPA/WIN Projects
Area Supervisor (4)
Accountant

o The Division for Planning and Evaluation is responsible for coordinating the broad areas of management information systems, long-range planning, interpretation and analysis, and field auditing. These areas include:

AREA ONE: MANAGEMENT INFORMATION SYSTEM

Provide computer capability to those centers offering instruction in computer programming

Provide student registration and record keeping for TEC institutions

Provide a comprehensive manpower planning system (Occupational Information System) for curriculum planning in the TEC institutions as well as provide this information to other state agencies engaged in manpower planning

Provide a Management Information System for sound instructional and fiscal management of TEC institutions and the TEC Central Office as well as satisfying numerous federal, state and local statistical reporting requirements.

AREA TWO: LONG-RANGE PLANNING

Coordinate the development of a comprehensive plan for the statewide TEC System

Assist centers in initiating and maintaining institutional planning cyles

Assist centers in identifying needs to be addressed in each planning cycle by providing research and analysis in regional geographic, economic, educational, demographic, and employment characteristics

Coordinate the establishment of programs' measurable objectives for each fiscal year in the statewide planning cycle

AREA THREE: INTERPRETATION AND ANALYSIS

Coordinate institutional research and analysis

Evaluate adequacy of institutional facilities and facilities utilization

Compile federal reports and special data requests

Develop procedures and assist in the evaluation of the State Plan and each Institutional Plan

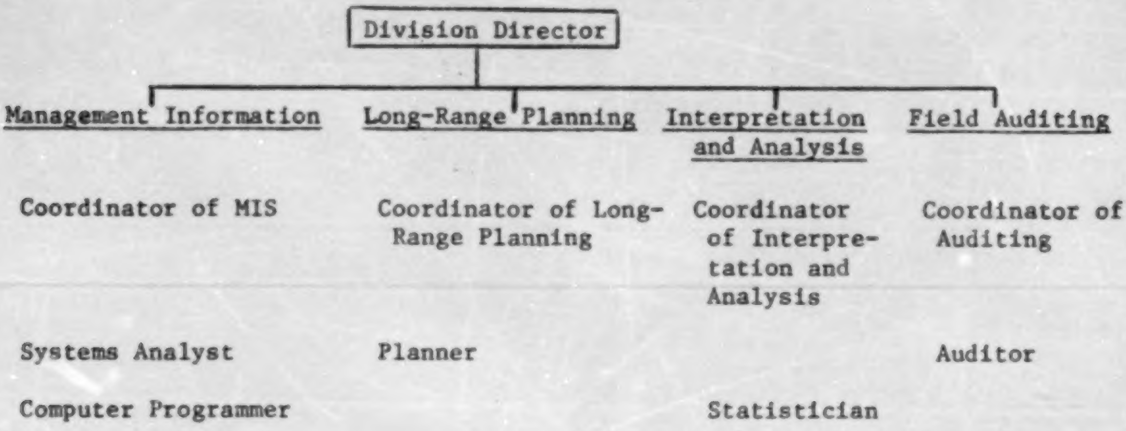
AREA FOUR: FIELD AUDITING

Review and advise institutions in the areas of financial records, student records, enrollment records, equipment and plant operations, educational programs, personnel records, and general administration

Review the appropriate records of the Central Office divisions

Coordinate with idependent CPA's working with institutions

The Division is organized as follows and has a total professional staff of ten.


Division Director
Management Information
Long-Range Planning
Interpretation and Analysis
Field Auditing
Coordinator of MIS
Coordinator of Long-Range Planning
Coordinator of Interpretation and Analysis
Coordinator of Auditing
Systems Analyst
Planner
Auditor
Computer Programmer
Statistician

The Administrative Support component of the Central Office is responsible for Central Office Management, providing professional legal advise throughout the system, and personnel administration. More specifically:

AREA ONE: CENTRAL OFFICE MANAGEMENT

Coordination of Central Office activities

Coordinating travel arrangements

Coordinating meeting arrangements

Administering office supplies and equipment

Coordinating maintenance agreements

AREA TWO: PROVIDING LEGAL COUNSEL

Advises institutions on wage and hour matters

Assists institutions on matters of discrimination

Advises institutions on matters of student and faculty due process

Works with Attorney General's staff on legal matters concerning technical education.

Miscellaneous legal services.

AREA THREE: PERSONNEL ADMINISTRATION

Coordinates classifications and compensation program

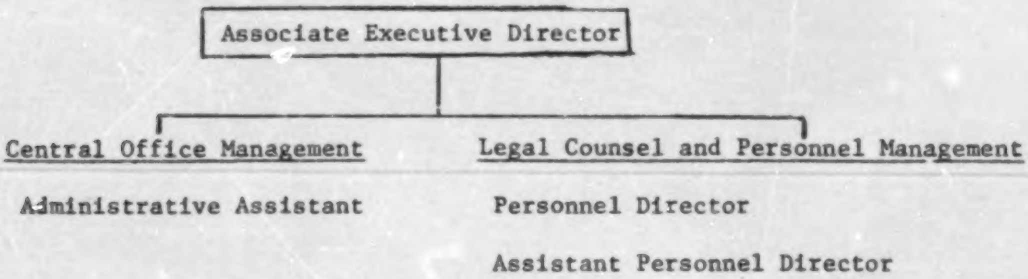
Administers Faculty Compensation Plan

Maintains systemwide personnel records system

Monitors employee grievance procedure
Assists employees and institution in paper processing

Acts as resources to institutions on personnel matters

The Administrative Support Component is organized as follows and has a total professional staff of four.



Associate Executive Director

Central Office Management

Administrative Assistant

Legal Counsel and Personnel Management

Personnel Director

Assistant Personnel Director

4. Is it normal practice for each professional member of the Board staff to have a job description which outlines the duties and responsibilities of his office? Are there any provisions for these documents to be revised on a regular basis?

It is a state requirement that every TEC employee except faculty have a state approved job description.

Every year at each employee's evaluation date, the supervisor reviews with the employee the major functions of the job. If these functions are found to be insufficient, or the individual's duties have been altered substantially, a request for reclassification is made to State Personnel.

RECOMMENDATION: That staff acquire clear understandings of responsibilities through the evaluation and restatement of more definitive job descriptions.

5. Identify the major actions taken by the Board in the past year. Provide the minutes of the Board for the past several years.

Below are listed major Board actions for the calendar year 1975 in chronological order. Minutes of all Board meetings are available in the Office of the Administrative Assistant to the Executive Director of the State Board for Technical and Comprehensive Education.

	BOARD ACTION	DATE
1.	Adoption of Policy on Faculty and Staff Development	February 12, 1975
2.	Adoption of Policy on Approval for Construction	February 12, 1975
3.	Reaffirmation of Policy on Athletics	February 12, 1975
4.	Ratification of Budget and Plan of Operations Policy	February 12, 1975
5.	Ratification of Travel Expenses and Reimbursement Policy	February 12, 1975
6.	Ratification of Data Processing Equipment and Consultant Services Policy	February 12, 1975
7.	Ratification of Policy on Salaries Paid to Officers and Employees	February 12, 1975
8.	Approval of Location of ETV Facility on York TEC Campus	February 12, 1975
9.	Endorsement of a Comprehensive Public Information Program	February 12, 1975

10.	Ratification of Classification and Compensation Plan for Classified Employees	February 12, 1975
11.	Ratification of Compensation Plan for Faculty Personnel	February 12, 1975
12.	Ratification of Compensation Plan for Non-Classified	February 12, 1975
13.	Authorization for continued involvement in the Career Planning Program	April 9, 1975
14.	Approval to Extend ETV Facilities to all TEC Institutions	April 9, 1975
15.	Approval of the Implementation of the State TEC System Curriculum Models for Associate Degrees	May 14, 1975
16.	Adopted Defense Industrial Plant Equipment Center Resolution to Receive Federal Equipment for Williamsburg TEC	May 14, 1975
17.	Adopted Funding Priorities for FY 1975-76	July 24, 1975
18.	Adopted Personnel Policies and Procedures Manual	August 13, 1975
19.	Adopted Functional Organizational Chart	August 13, 1975
20.	Approved Change of Name of Horry-Georgetown Technical Education Center to Horry-Georgetown Technical College	September 10, 1975
21.	Reaffirmed Policy on R.O.T.C.	October 15, 1975
22.	Approved Executive Director's Participation in Middle East Trade Mission	October 15, 1975
23.	Approved Budget and Control Board Required Reduction in TEC Budget	December 10, 1975
24.	Approved 21 New Educational Programs	Various
25.	Approved 12 Construction or Renovation Projects	Various

6. What procedures does the State Board set for evaluation of its staff? Are the salary and benefits for staff members commensurate with the level of duty and performance expected? How do they relate to the salaries in similar areas at the institutions served by the Board?

A performance evaluation is completed on each employee annually by the immediate supervisor and this document is reviewed by the applicable Division Director and the Executive Director.

The salaries of all State Board employees are included in the Classification and Compensation Plan for the State of South Carolina. These positions are based on the duties and responsibilities involved in adequately discharging the functions outlined in the job descriptions, and are simultaneously compared with similar jobs in other state agencies both of which are correlated with key positions in surrounding states.

From the standpoint of the entire statewide system of technical education the Executive Director and Associate Executive Director(s) constitute the first echelon of administration. The second echelon consists of the College Presidents and Centers Directors and the Division Directors on the Staff of the Executive Director.

Within an individual technical education center, however, the Director constitutes the first echelon. The assistant, generally referred to as Associate Director or Vice President, constitutes the second echelon and the Deans constitute the third echelon.

The Center Director has always been nonclassified. His Associate Director, was however, a classified individual and at the present time is classified in grade 30 which has a salary range from $15,330 to $21,798.

Some centers/colleges have chosen to use the designation Vice President rather than Associate Director. At the present time the range for these Vice Presidents is from $15,000 to $25,000.

The Division Directors of the State Board for Technical and Comprehensive Education are all classified and their grades range between grade 32 and 34. This has a total range from $17,772 to $29,328. The average salary for the six Division Directors in the Central Office is $25,896. This compares very favorably with an overall average of $27,506 for the sixteen Center Directors Presidents of the technical education institutions.

The salary of the Executive Director for Technical Education, as well as the salary for the Assistant Executive Director, is set by the General Assembly. These salaries constitute first echelon salaries. The salaries of the College Presidents/Center Directors are set by the State Board for Technical and Comprehensive Education with the advise of the various area commissions. The salaries of the Division Directors of the Central Office are set by the State Personnel Division. These salaries constitute second echelon salaries.

In summary, the echelons of administration for the statewide system of Technical Education appear as follows:

First Echelon:	Executive Director and Associate Executive Director(s) for the State Board for Technical and Comprehensive Education.
Second Echelon:	Presidents and Directors ff individual Technical Colleges and Centers and Central Office Division Directors.
Third Echelon:	Institutional Deans and Central Office Department Heads and Managers.

7. Is there any agency which has the authority to reverse, review or alter actions of the governing board?

Modification of the institutions to meet changing educational needs of their service area requires the concurrence of the local governing or advisory boards and the respective legislative delegation.

The State Board must present its plans, programs and academic educational budget to the Commission on Higher Education for review and comment as a coordinating body.

The Commission on Higher Education has the final approval authority over all associate degree programs and diploma programs.

The State Board has the authority to establish criteria for admission to college parallel programs subject to the concurrence of the Commission on Higher Education.

The State Board is required to file annual reports on its activities to the Governor and the General Assembly.

Although the enabling legislation provides, "The Board shall make such rules and regulations and enter into such contracts as it deems necessary to fulfill the requirements of this article", the State Budget and Control Board, acting as an administrator of Government, has established rules and regulations within which the State Board actions are limited. The State Budget and Control Board, ultimately, has final approval authority in all matters dealing with the use of state controlled monies, to include purchasing of materials and supplies, contracting for services, compensation of employees and procurement and construction of facilities.

The State Budget and Control Board is also the first body to act on the request for State Appropriations, submitted by the State Board, in its recommendations to the General Assembly.

8. Does the Board or its staff utilize any regularly constituted advisory boards to assist in any of its areas of operation over which it exercises supervision?

On January 14, 1976, the State Board established multiple standing committees composed of State Board members, Area Commission members and institution Presidents and Directors, with State Board staff acting as consultants in their area of expertise. The actual functioning procedures of these committees are not defined at the date of this study; however, it is visualized that the committees will act solely as a recommending body to the State Board of all matters of policy and procedure.

The establishment of these particular standing committees, as described in question two, indicates a lack of well defined lines authority between the State Board and the local governing bodies. The scope of the standing committees appears to cover the entire process of day to day administration that is normally delegated to responsible staff. Articulation of and consensus determination on policies and procedures is normally efficiently performed by staff. However, if staff is not recognized nor empowered to carry out specific roles within an authoritative relations structure, the need for at-large committee actions on administrative matters is evident.

The standing committees should insure significant systemwide input for the decision making process, however, the weight of committee recommendations does rest in operative units, not in the administrative arm of the State Board. The consolation to operative weight is the representation of State Board members on each committee. The State

Board makes the final decision in all policy matters, and a State Board member does not necessarily have to convey the consensus of any standing committee:

RECOMMENDATION: That roles and relationships be more clearly defined and authoritative lines typical of the industrial environment be established in order to enhance the working purpose of the standing committees.

9. To what extent are professional development opportunities available for State Board staff on planned and organized basis?

On January 15, 1975, the State Board implemented a program for Faculty and Staff Development that addresses itself to State Board staff and institutional staff and faculty. In general, the Faculty and Staff Development program provides for higher education opportunities (with reasonable limitation), workshop and seminar attendance and professional memberships. A planned program of development directed to the participation of State Board staff is not a part of the plan.

10. How well is the State Board and its staff organized and equipped to administer state policies and regulations?

Under authority of Act 1268 the State Board for Technical and Comprehensive Education is granted wide latitude in establishing state policies and regulations for the statewide system of Technical Education. The authority to establish regulations carries with it the authority to enforce regulations.

The staff compliment is generally adequate to administer the policies and regulations. There are certain areas of weakness that arise from cumbersome procedures dictated by the regulatory agencies, e.g.-State Personnel Division, etc. The weakness could best be corrected by the addition or reassignment of appropriate staff to handle document flow and analyze regulation compliance.

RECOMMENDATION: That priority be given to the development of more effective data systems to enhance the management of personnel records.

11. What happens or would happen if the State Board would have to say "no" to an individual institution in an area of substantive concern?

In the event the State Board would say "no" to an individual college/center in an area of substantive concern the results flowing from the negative answer would depend entirely upon the institution involved.

Some of the institutions would accept the negative answer from the State Board regardless of the issue. Other institutions with strong political support would not only question the decision of the State Board but in issues of paramount importance to the local institution would actually defy the State Board and make its own decision independent of the State Board's finding.

In order to eliminate this reluctance on the part of some institutions to accept the leadership and control of the State Board, more support must be forthcoming from all institutions throughout the system.

RECOMMENDATION: That the advice of the various institutions on all important issues be solicited.

12. What role does the governing/coordinating board and its staff have with regard to the "1202 Postsecondary Education Commission" in the state? Are they one and the same or must they work under the umbrella of the "1202 Commission"?

The "1202 Commission" in South Carolina is composed of twenty members, sixteen of which serve as members or ex-officio members of the Commission on Higher Education. TEC is represented on the Commission by its chairman and past Executive Director. The CHE staff also acts as the official staff of the "1202 Commission".

The "1202 Commission" has two major committees reporting to it, the Advisory Council on Community Colleges and the Committee on Occupational Education. Of the fourteen members on the former, five are associated with TEC; of the eleven members on the latter committee, two are associated with TEC. Again, the CHE staff serves as official staff to these committees.

RECOMMENDATIONS ON

ORGANIZATION AND ADMINISTRATION

1. That standing committees act solely as recommending bodies and that the limited authority of each committee be clearly stated.

2. That staff acquire clear understandings of responsibilities through the evaluation and restatement of more definitive job descriptions.

3. That roles and relationships be more clearly defined and authoritative lines typical of the industrial environment be established, in order to enhance the working purpose of the standing committees.

4. That information pertaining to Central Office staff development opportunities be more widely circulated, and that more Central Office staff be encouraged to participate in the established program.

5. That priority be given to the development of more effective data systems to enhance the management of personnel records.

6. That the advice of the various institutions on all imported issues be solicited.

PLANNING AND RESEARCH

ABSTRACT ON PLANNING AND RESEARCH

The responsibility for state-level, postsecondary educational planning is undergoing significant change in South Carolina. The South Carolina Postsecondary Education Planning Commission, which serves as the state's 1202 Commission, has assumed responsibility for the gathering of pertinent institutional data to assist in the preparation of a statewide master plan for postsecondary education. The TEC Central Office has coordinated closely with the South Carolina Commission on Higher Education and the 1202 Commission in obtaining needed data on the TEC System.

Within the TEC System itself, significant strides have been made in the last several years to assure effective planning at both the state level and institutional level. The State TEC Office has procedures whereby institutions can conduct their own planning efforts. Criteria exist for the planning and development of new institutions and new campuses, and Central Office personnel, particularly from the Division for Planning and Evaluation, attempt to work very closely with institutional staff in conducting necessary planning and evaluation.

The Division also prepares a State TEC System Five-Year Plan which analyzes both existing and projected needs and resources for the next five years. This plan involves data collected from local institutions which show evaluative relationships of the annual output objectives, and in effect, depicts institutional roles and service as well or better than any other existing publication within the Central Office. Continual input from other Divisions of the Central Office is sought to assure the accuracy and relevance of data in the five-year plan.

Additionally, the Central Office staff exercises leadership in the development of institutional five-year plans through the adoption of an institutional planning model and the use of Planning Task Forces at each institution. Central Office staff support and coordination is continually provided, as needed and requested by individual institutions, to assist institutions in developing plans which reflect local needs and priorities which fall within the role and scope of the South Carolina Technical Education System.

1. Is there a State Board of Education, Board of Regents, or Council of Higher Education in the state whose duty it is to plan and develop a comprehensive state postsecondary education system? If so, how does the board governing or coordinating community colleges relate?

The South Carolina Postsecondary Education Planning Commission (1202 Commission) has the responsibility for developing a comprehensive plan for postsecondary education in the state. In June 1975, the Commission initiated a series of planning tasks which will culminate in a state plan.

The State TEC System is represented on the Commission by the Chairman of the State TEC Board. The State TEC System is also represented on the Commission's two major committees - five of the fourteen members of the Advisory Council on Community Colleges are associated with TEC, two of the eleven members of the Committee on Occupational Education are associated with TEC. The TEC Central Office staff has assisted the Commission's staff in obtaining data for the planning task forces.

2. What procedures does the board (the State TEC Board) or its staff follow in requesting institutions to appraise and evaluate the programs and services involved in their total operation? What does the board do with the report of any results so obtained?

At the present time the State TEC Board utilizes the following procedures through which institutions are requested to appraise and evaluate the programs and services involved in their total operation.

- The State Board provides program auditing support to the institutions. The annual program audit evaluates the efficiency of the institution's management procedures and suggests how improvements may be implemented.

- The State TEC Board requires each institution annually to submit an audit by an independent Certified Public Accountant. Information from this report also is used to help institutional administrators to identify any problem areas and improve overall operation and efficiency.
- The State TEC System Five-Year Plan, in its final draft, provides for an evaluation process. At the close of each fiscal year each institution will evaluate how well it has met its yearly objectives and will submit a report of the evaluation to the State Board.
- Presently State TEC Central Office staff and staff from selected institutions are developing a student follow-up instrument which will be utilized annually to evaluate how well the individual institutions and the State TEC System are meeting the State's manpower requirement. A report on this annual follow-up will be submitted to the State TEC Board annually.
- The State TEC Board staff, as a new program is requested by an institution, evaluates the requesting institution's program structure and the productivity of existing programs as well as cost of the new program as contrasted to the costs of the least productive existing programs. When appropriate, recommendations are made to the institution to consider discontinuing

a particular program before implementing a new program.

- In the development and implementation of funding priorities during the annual budgetary process, the State TEC Board appraises the productivity of the the various programs and adjusts the priorities in program funding to reflect priority occupational training requirements.

3. Does state planning exist which includes both public and private institutions, or are only public institutions coordinated at the state level? Are they included in the overall state master plan? Provide the most recent copy.

The Postsecondary Education Planning Commission (1202 Commission) is constituted by representatives from public, private, and proprietary education. The comprehensive state plan for postsecondary education presently being prepared by the Commission will include all sectors of education.

4. Has the state governing or coordinating board (the State TEC Board) taken any steps to involve proprietary schools in the planning or administration of the state system of postsecondary education?

Same as answer for 3.

Any institutional program planning which takes place within the State TEC System is required to take into consideration the existence of comparable programs in adjacent public, private, or proprietary institutions.

5. What role does the state governing or coordinating board (State TEC Board) take in the development of criteria for planning, establishment, and location of new community colleges within the state?

The State Board is empowered by legislation to establish criteria, subject to the approval of the Commission on Higher Education, for the establishment of new public two-year, postsecondary institutions and programs. Since the passage in 1972 of Act 1268, which established the State Board for Technical and Comprehensive Education, there has been no major effort in the state to expand the number of TEC institutions. Presently thirteen counties do not financially support TEC institutions. Seven of these counties are served by the two institutions, Denmark TEC and Beaufort TEC, which are under the administration of the State TEC Board. The remaining six counties border on counties within which TEC institutions are located. The residents of these counties live within commuting distance of TEC institutions.

6. In what ways does the state board (State TEC Board) promote and assist individual institutions in their desire to conduct institutional research?

The State TEC Board staff has developed a comprehensive planning process for the TEC institutions and State TEC System. Involved in the annual planning process are particular institutional research functions. The State TEC Board staff assists the institutions in this research, e.g., service area population growth trends, facilities utilization and needs analyses, occupational needs analyses, projected program needs, enrollment projections (community interest course level), student follow-up studies, service area economic growth trends, etc.

The institutions utilize the State TEC Board staff to obtain state and national data for local analysis/comparisons and also to advise in the development of projects such as a service area needs assessment model and the application of a resource requirement prediction model.

7. Describe any additional issues and recommendations regarding Planning and Research.

A statewide planning effort was initiated in the State TEC System in 1974. The State TEC System Five-Year Plan was not published in the first half of FY 75/76 due to the revisions which were occurring in the system's budget.

During the development of the TEC System planning effort, all planning procedures emanated from the Planning and Evaluation Division. Although the Central Office Division Directors received drafts of institutional five year plans for review and comment, more input was required in the planning efforts from each division's expertise than was forthcoming. Within some divisions the planning process is yet not well understood or accepted. The difficulty in reaching consensus among the various divisions on the characteristics of the planning process has resulted from the physical distance which separates many central office staff as well as the lack of formal communication among the divisional staff.

In order to overcome confusion about planning processes and to provide for formal interdivisional input into the future development of the planning process, it would be beneficial to the Central Office and State TEC System for a Central Office Long Range Planning Committee to be appointed.

RECOMMENDATION: It is recommended that a TEC Central Office Long Range Planning Committee be constituted from appropriate members of each central office division. This committee's responsibility will be to coordinate the evaluation and annual revision of the State TEC System Five Year Plan. If the planning process is to be beneficial there must be closer cooperation among the Central Office divisions.

Almost a year has passed since the first draft of the State TEC System Five Year Plan was prepared. Since the Central Office staff is attempting to provide leadership to the institutions in their planning efforts and does not wish to encourage them in activities which might not be consistent with the State Board's expectations of and commitment to their individual efforts, the Central Office staff and the institutional planning staffs require the adoption of a state plan. Realizing the justified delays in completing the present draft has resulted from modifications in the budget which occurred during the first six months of this fiscal year, it is now imperative that the Central Office move as quickly as possible to solidify the current status of system-planning through the adoption of a state plan.

RECOMMENDATION: It is recommended that the third draft of the State TEC System Five Year Plan be reviewed and evaluated by the appropriate individuals with consideration being given to its early presentation to the State TEC Board.

Due to the variance in institutional administrative styles and expertise of institutional planning offices, the institutional planning efforts are proceeding at uneven rates. The

Central Office staff believes it would be beneficial to all institutions for some type of permanent committee to be encouraged among institutional planners and institutional research officers. Such as institutional group has been effective in the state of Florida in encouraging a greater commitment and a higher quality of work in planning and research among the two year institutions. Such a committee not only would aid the Central Office staff in achieving consensus with the institutions on planning but also would provide for the cross-fertilization of planning/research ideas among the institutions. Quite often the institutions are more receptive to learning from each other than from the Central Office staff.

RECOMMENDATION: It is recommended that a Planning Committee be constituted from appropriate institutional personnel. The purpose of this committee will be to review the TEC System planning model, recommend any needed substantive changes in the model, and advise the TEC Central Office staff of additional research/support that may be supplied to the institutions in their planning efforts. The purpose of the institution committee also will be to provide the institutions a forum through which they may exchange ideas and learn from each other's experience in planning and research.

RECOMMENDATIONS ON PLANNING AND RESEARCH

1. It is recommended that a TEC Central Office long-range planning committee be constituted from appropriate members of each Central Office division. This committee's responsibility will be to coordinate the evaluation and annual revision of the State TEC System Five Year Plan. If the planning process is to be beneficial there must be closer cooperation among the Central Office divisions.
2. It is recommended that the third draft of the State TEC System Five Year Plan be reviewed and evaluated by the appropriate individuals with consideration being given to its early presentation to the State TEC Board.
3. It is recommended that a Planning Committee be constituted from appropriate institutional personnel. The purpose of this committee will be to review the TEC System Planning model, recommend any needed substantive changes in the model, and advise the TEC Central Office staff of additional research/support that may be supplied to the institutions in their planning efforts. The purpose of the institution committee also will be to provide the institutions a forum through which they may exchange ideas and learn from each other's experience in planning and research.

FINANCE

ABSTRACT ON FINANCE

The Finance Division of the State Board for Technical and Comprehensive Education provides for the means for fiscal management, as well as provides support in the statewide planning effort and in the production of management reports necessary to monitor the system.

The major financial support of the institutions comprising the State TEC System comes from State appropriations. State-level policy and budgetary controls are the responsibility of the State Board, and it is the State Board's responsibility to establish maximum tuition and fees, participate in various programs of federal aid, accept and administer donations of funds and possess title to all donated or purchased equipment for which maintenance is provided by the State. The General Assembly appropriates the entire State TEC System allocation to the State Board, which then has the responsibility to fairly and equitably allocate the appropriated funds to individual institutions.

A review of the Division of Financial Services will address seven questions and/or points of concern which are being emphasized in order to articulate a self-assessment of the division in terms of the State Board's support objectives.

"Program Funding" most accurately describes the allocation procedure employed by the State Board for funds appropriated by the General Assembly. This is a twofold process utilizing the prior year cost by curriculum plus any built-in increases applied to the output projections to be generated by the institutions. The costs and allocations are developed on a unitary basis and application of any one fund source is determined as a percentage of the totals. Although the percentages vary slightly from year to year, operating funds for the institutions are generated from three primary sources: state funds, local (governmental) and student fees.

In order to fulfill the objectives of the State Board for Technical and Comprehensive Education as they relate to Finance, three manuals have been developed and promulgated outlining accounting and reporting formats and schedules for the TEC System:

- o Fiscal Procedures Manual I which states seven objectives for the standard accounting system;
- o Fiscal Procedures Manual II has five objectives and is designed for Business Officers and Burroughs TC 2500 machine operations; and
- o State Board for Technical and Comprehensive Education Audit Guide which has five objectives and is designed to assist the independent auditor in his audit of the TEC Institutions.

Reporting to the State Board and at an institutional level is done through the following: (1) Revenue Statement; (2) Budget Status Report; (3) Budget Subsidiary Trial Balance; and (4) Payroll Contract Maintenance and Fund Report. Further, institutional audits and reporting is conducted by Independent Auditors, State Board Internal Auditors and the State Auditor.

TEC's five-year plan incorporates a projection of faculty needs based on projected enrollment. The legislation which established the State Board for Technical and Comprehensive Education placed the responsibility of providing facilities on the local support area of the institution; however, funds to purchase equipment are provided through operating appropriations and "Capital Improvement Bonds".

The Division sends budgetary forms to the institutions; they, in turn, prepare the budget from the classroom and/or smallest point of reference and this input is reviewed and analyzed at the various control levels on the institutional management spectrum.

The Division of Financial Services combines the institutional budget requests into a systemwide budget request format, which is reviewed with the Executive Director, approved by the State Board and submitted to the Budget and Control Board. The budget request is defended by the State TEC Board which does endorse and solicit support from the Presidents and Directors, as well as Area Commissioners.

Two additional issues are cited regarding the Division of Financial Services:

- The first issue challanges the adequacy of disclosing current fund balances. Specifically, can the build-up of fund balances be identified as to source when an applicable expenditure is not specifically paralleled to its constituent?
- The second issue challanges the relationship of funding with planning and management by questioning whether the funding of TEC institutions is an extension of the planning effort and, therefore, a basis for evaluating the effectiveness of their planning and management.

The Committee's recommendations to the Division of Financial Services cover: (1) computer hardware advances; (2) statistical and/or financial measures more fully utilized in formats for analysts and decision makers; (3) better liaison between Central Office Divisions; (4) budget preparation concepts; (5) timely reporting from institutions for compatibility of data in monthly and/or quarterly management decisions; and (6) priorities in "Program Funding" to meet needs of the institutional locale.

1. Does a State-Level "Program Fund", "Minimum Foundation Program" or "Formula Funding Support Program" exist for community/junior colleges in the State? To what extent is the formula being followed in these years of "Tight Budgets"? To what extent are operating funds for institutions provided by State, Local or Student Sources?

"Program Funding" most accurately describes the allocation procedure employed by the State Board for Technical and Comprehensive Education from funds appropriated to it by the General Assembly. The program funding procedure is a form of zero-base budgeting and is actually a twofold process. The prior year cost by curriculum is determined, and these costs plus any built-in increases are applied to the output projections generated by the institutions. The costs and allocations are developed on a unitary basis and application of any one fund source is determined as a percentage of the totals.

Allocations to institutions are not incremental in nature. Institutions are funded upon projected enrollment for a fiscal year. Each institution is free to project either an enrollment increase or decrease depending upon the local situation. Each institution furnishes the Division of Finance a budget request based on projections of enrollment in approved curricula. The projections are applied to the curriculum costs to determine operating costs for the next year. The budget requests from all institutions are totalled and compared to total available state funds appropriated to the State Board to determine the percentage of state funds to be allocated to each institution.

The program funding procedure has been modified and more clearly defined, but actual practice in these "Tight Years" has not deviated from the established policy. Adjusting to rising enrollments and less available funds is a delicate matter of priority setting by the institutions and the State Board. No moritorium, per se, on new curricula has been enacted by the State Board, but institutions requesting new programs must demonstrate the ability to operate a new program within available funds. In some cases this requires discontinuing a program which is no longer justified by student enrollment or job availability.

During 1975/76, the State Board, upon recommendation of the Central Office staff and approval of the institutional presidents and directors, established statewide program funding priorities. The role of the TEC System in South Carolina and its specific mission to meet the job demands of industry influenced the decision to limit funding increases for support of arts and sciences, business technologies, public service technologies and basic adult education leading to high school diploma equivalencies. Although there was an impact upon student enrollment as a result of this decision, only funding priorities were set, not enrollment ceilings.

It should be noted that some institutions with broad programming in arts and sciences, business and public service technologies were more adversely affected by the 1975-76 funding priorities than other institutions with heavy concentration of health, engineering and industrial technologies. The concern has been voiced that future priority setting be less statewide in nature and more attuned to the actual situtation at each institutional locale.

RECOMMENDATION: It is recommended that future priority setting for program funding be less statewide in nature and more attuned to the actual situation at each institution.

Although the percentages vary slightly from year to year, operating funds for the institutions are generated at three primary sources; state funds, local (governmental) and student fees. On the average, 70% of operating funds are derived from funds appropriated by the State Board, 11% is provided by local governments, and 15% is generated by student fees. The remaining 4% of operating funds comes from auxiliary enterprises, miscellaneous institutional revenue and federal funds.

STATE BOARD FOR TECHNICAL AND COMPREHENSIVE EDUCATION
Source of Operating Funds Expended
in Technical Institutions
Fiscal Year 1974-75

Unrestricted Funds	System Total	Current Unrestricted Operating	Total Current Operating
Student Fees	$ 4,561,667	14.78%	12.09%
Local Government	3,262,060	10.57%	8.64%
State Board	21,581,986	69.91%	57.20%
Other State Government	390,645	1.27%	1.03%
Federal	34,075	.11%	.09%
Auxiliary Enterprises (Net)	681,868	2.21%	1.81%
Miscellaneous	357,250	1.15%	.95%
Total Unrestricted Funds	$30,869.551	100.00%	
Total Restricted Funds	$ 6,863,817		18.19%
Grand Total	$37,733,368		100.00%

2. Has the state governing or coordinating board developed and promulgated a plan or a manual outlining accounting and reporting formats and schedules for community/junior colleges?

In order to fulfill the objectives of the State Board for Technical and Comprehensive Education as they relate to Finance, three manuals have been developed and promulgated outlining accounting and reporting formats and schedules for the TEC System:

Fiscal Procedures Manual I: This manual was developed to provide a standard accounting aystem for the institutions under the direction and supervision of the State Board for Technical and Comprehensive Education. The objectives of the accounting system, as presented in the manual, are to:

- Provide standard terminology and classification of accounts
- Provide budgetary, as well as functional accounting and reporting on an accrual basis
- Produce financial data for timely management decisions
- Produce financial reports for management which are adequately informative and not misleading
- Produce annual financial reports which are comparable with other institutions of higher learning
- Provide a base for cost accounting and analysis by direct interface with statistical data derived from the Management Information System

Fiscal Procedures Manual II: This manual was designed for business officers and machine operators in the TEC institutions to provide self-study operating instructions and the use of software for the Burroughs TC 2500. The specific objectives of the manual are to:

- Afford the operator specific functional instructions for operating the machine.

- Afford the operator lock-step instructions for programming and data input by the use of pre-programmed tapes.
- Afford the operator a point of reference when availing himself of field supervision and telephone monitoring from the TEC Central Finance Office.
- Afford the operator and business officer a guide to the reporting function for institutional management and the TEC Central Finance Office.
- Afford an understanding of individual program functions, its purpose in the accounting process and to assure proper handling of routine and unusual transactions.

State Board for Technical and Comprehensive Education Audit Guide: The purpose of this guide is to assist the independent auditor in his examination of the records of a Technical College and/or Technical Education Center, and to specifically:

- Increase and improve useful accounting and managerial information received by the State TEC System from the independent audit reports.
- Increase the auditors' effectiveness and rapidity with which he completes the engagement.
- Insure that the audit reports contain required, pertinent information developed in a consistent manner, and that they are presented in a standard format.
- Cite authoritative references used in preparation of the guide, and which can be consulted for more detailed explanation of principles and practice.

- o Familiarize the chief financial officer with the duties and responsibilities necessary in preparing for the audit, and as to the extent of his assistance during that intervening time.

The "Chart of Accounts" and definitions have been adapted from College and University Business Administration, American Council on Education, Accounting for Colleges and Universities by Scheps and Davidson, The National Center for Higher Education Management Systems of the Western Interstate Commission on Higher Education, and the Standard Budget Classifications of the State of South Carolina. The Chart of Accounts embraces both a "Functional" and "General Ledger" identification for transactions. The functional chart identifies the programs of the institution while the general ledger reflects the individual asset, liability, fund balance, revenue and expenditure accounts. Revenue Accounts are identified as to source; Expenditure Accounts are identified as to their type and object. The budgeted expenditures for current purposes are controlled on a "Unified Budget" premise to facilitate institution budget management on a program basis.

Periodic reporting to the Finance Division of the State Board for Technical and Comprehensive Education is required and the data is generated and submitted through the following management information tools:

- o The REVENUE STATEMENT PROGRAM is designed to print a current revenue status report from the Revenue Control Data Tape that is updated at the end of each revenue posting activity.

The report format consists of revenue account titles showing the source and amount of revenue received at the date of the report, and is expressed in percentages related to the anticipated revenue budgeted.

- A BUDGET STATUS REPORT is required from the TEC institutions on a monthly basis. The report of expenditures is expressed in terms of Educational Programs and Operational Programs.

  Educational Programs are divided into four primary sections: (1) Technical Education Curriculum Programs; (2) Continuing Education Programs; (3) Secondary Vocational Educational Programs; and (4) Community Services. These are divided into subprograms of academic subdivisions and HEGIS Disciplines.

  Operational Programs are divided into six primary sections: (1) Academic and Student Support; (2) Plant Support; (3) Administrative and General; (4) Auxiliary Enterprises; (5) Debt Service and Transfers; and (6) Restricted Fund Groups. These sections are also divided into subprograms.

In order to facilitate the analysis, interpretation and conclusions derived from the data generated by the institution, three levels of reporting are required: (1) First Control Level representing cost expressed in terms of HEGIS Disciplines, subprograms and programs; (2) Second Control Level representing cost expressed in terms of subprograms and programs; and (3) Third Control Level representing cost expressed in terms of programs.

All control levels of reporting reflect the original budget expenditures, encumbrances and unexpended budget balances. The percentage of budget expended is reflected at all control levels and is a valuable tool for building historical data, reflecting current trends and projecting future expectations.

- The BUDGET SUBSIDIARY TRIAL BALANCE software provides the capability to list the year-to-date object code expenditures, encumbrances, budget and unencumbered balance by manually indexing the amounts from each of the subsidiary ledger cards. The process accomplishes three record maintenance and reporting requirements.

The listing of object code expenditures by Subprogram establishes a detail Budget Status Report for departmental personnel. The listing "Sub-Total" permits totals below the Subprogram (HEGIS Discipline) level if subsidiary record-keeping is manually subdivided to provide this disaggregation during subsidiary balance pickup operations. The Budget Subsidiary Trial Balance Statement is a required quarterly report to the State Board.

The subsidiary control total function facilitates subsidiary record and Budgetary Control Balance Tape reconciliation. The reconciliation is necessary to insure that there are no errors in the Control Balance Tape or individual ledger card postings.

The third reporting requirement is satisfied by generating an output tape (Object Code Tape) that can be sorted by the Object Code Statement Program to provide a Budget Status Report by object of expenditure. The output tape and statement is also transmitted to the State Board quarterly to facilitate accumulation of expenditures other than salary for Management Information System Data Files. The MIS Data Files are maintained to produce comprehensive cost analyses.

- The PAYROLL CONTRACT MAINTENANCE & FUND REPORT PROGRAM is a deceptively flexible program. It serves many useful purposes in its normal format and with a few simple imput modifications at the institution level, several other invaluable applications can be derived. In its normal format, the Payroll Contract Maintenance & Fund Report Program is a report showing employee social security number, name (on hourly contracts, contract number and payrate), fund number, monthly payout, payout fiscal year-to-date, contract balance and distribution numbers and amounts. Following the printing of this data, a list of fund numbers print showing the total current amount paid out under each fund number and the total of all fiscal year-to-date payouts and contract balances under each fund number. These figures provide an audit trail for checking payroll payouts and contract balances, comparing fiscal year-to-date payouts with budget subsidiary year-to-date payouts, checking contract balances, and also provides a data tape for the Central Office Finance to determine how much money has been charged to each HEGIS course number.

Concurrent with its commitment to a statewide funds accounting system, the State Board's master plan includes the utilization of of independent auditors for the institutions. The State System has its own internal audit capability, which in addition to financial records, audits enrollments, educational programs, personnel records and general administration. The State Auditor's Office audits the State TEC Board and its activity. The Board files reports on its activities annually, with such recommendations as may be appropriate, to the Governor and General Assembly.

Audit statements from the independent auditors, covering a period of five years, were reviewed in making this self-study in order to reflect on the progress made in liaison between the State Board and its counterparts and/or agents; namely, the Finance Division, the TEC Institution, the Internal Auditor, Independent Auditor and State Auditor.

A definite trend is obvious toward more effectively meeting the objectives of the State Board as they relate to the financial responsibilities delegated its Finance Division. This has been accomplished through the human element utilizing the facilities and financial resources available.

3. Does a plan for projecting future capital outlay needs in relation to enrollment and program needs exist? Is there a constitutional or legislative mechanism which exists which will permit full or partial funding of those capital outlay needs identified?

The technical institutions prepare a comprehensive five-year plan which does incorporate a projection of facility needs based on projected enrollment. These plans are reviewed and updated annually so that all projections are current and relative to immediate needs.

The institutional plans are incorporated into one document which constitutes the plan of the State Board for Technical and Comprehensive Education.

The State TEC Board reserves the right to approve expansion plans of the TEC institutions and in the case of limited funds, sets priorities among the institutions. Further, the State TEC Board may require a facility utilization study if such a study is indicated in the approval process.

The legislation which established the State Board for Technical and Comprehensive Education placed the responsibility of providing facilities on the local support area of the institution. Consequently, the supporting county or counties must put together the funding package for facility expansion. There are two institutions, Beaufort and Denmark, which were transferred from the State Department of Education, which are exempt from this statute. The State assumes the responsibility of providing capital funds for these two institutions.

Funds to purchase equipment for institutions are provided through normal operating appropriations and through "Capital Improvement Bonds" of the State. Minor amounts of equipment are provided from other than State funds. Allocation of equipment monies is done through a base allocation plus a stated amount per full-time equivalent student. Some of the TEC institutions have been awarded federal funding through the Appalachian Regional Commission and the Coastal Plains Regional Commission.

4. What role does the governing or coordinating board or its staff play in the approval of individual institutional budgets? Are sufficient criteria established in order for the budget allocation and review process to proceed in a smooth and businesslike manner?

Budgetary forms and procedures are prepared by the staff of the Division of Financial Services. These forms are submitted to the institutions well in advance of the date required for preparation and submission of budgets back to the Central Office. The budget request contains six parts: (1) Projected Enrollment; (2) Expenditure Statement; (3) Revenue Statement; (4) Summary of Budget Request; (5) Justification Statement; and (6) Letter of Transmittal. These forms are submitted to the Division of Financial Services where they are reviewed and analyzed. The total request from the institutions is summarized and the Director for Financial Services reviews this for the Executive Director. From this review, the institutional budget requests are combined into a total systemwide budget request in the format required by the Budget and Control Board and submitted to them on the established date. The total budget, systemwide, is reviewed and approved by the State Board.

At the present time, the Central Office does not have a completely coordinated system for translating institutional planning into a budget that is a reflection or extension of that plan. While the budget allocation review process proceeds in a smooth and businesslike manner, several questions have arisen concerning the coordination of the planning and budgeting process and the method of allocating funds to the institutions. These questions are under discussion by the Task Force for Budgeting Policies and Procedures as established by the Executive Director of the system.

RECOMMENDATION: It is recommended that the Division of Financial Services enforce the requirement that timely financial and statistical reportings be made by the institutions to the TEC Central Office in order to have compatibility in monthly and/or quarterly management decisions.

RECOMMENDATION: It is recommended that the Division of Financial Services have more interaction with the institutions at the various control levels in "rolling up" their budgets.

5. To what extent does the State Board or its staff prepare, present and defend a consolidated community/junior college budget before the State Legislature or Executive Budget Board?

The State Board for Technical and Comprehensive Education requires the TEC institutions to submit budget requests to the Division of Financial Services. The staff then consolidates these requests into a comprehensive budget request for the system. This budget request is then submitted in the manner prescribed by law and defended by the State TEC Board. The Board does endorse and solicit support from the Presidents and Directors, as well as Area Commissioners in defending the budget request at all levels.

6. Describe any additional substantive questions or issues regarding Finance.

Does the present accounting system as based on a "Unitary Budget Concept" meet the Board's objectives of budgeting to the extent of lending itself to adequately disclosing current fund balances in reporting?

The State Board for Technical and Comprehensive Education has established an accounting premise in its institutions in accordance with the principles of "Fund Accounting". This is done to ensure the observance of limitations and restrictions placed on the use of the resources available to the institutions.

The present "Fund Accounting" does equate to a true "Fund Accounting System" because separate accounts consisting of assets, liabilities and fund balances are maintained for each fund. Accordingly, all transactions are recorded and reported by fund groups; consequently, a complete accounting entity is present. Within each fund group, fund balances restricted by outside sources are so indicated and are distinguished from unrestricted funds allocated for specific purposes by action of the State Board and/or Area Commissions.

Upon analyzing TEC's audited financial statements, an analyst sees a tendency to build up fund balances in the Current Unrestricted Fund Account, yet TEC's objective is to provide services that fulfill social needs without regard for financial gain. In recent months there has been some question among counterparts of the Finance Division as to the adequacy of disclosure in the Current Unrestricted Fund because the accounting system does not identify, through a matching process, the expenditures within each of the following multi-fund sources:

- Student Revenue
- Government Support
    - Local
    - State
    - Federal
- Unrestricted Gifts
- Sales/Service Educational Departments
- Student Aid
- Auxiliary Enterprises
- Other Unrestricted Revenue

With the existing accounting system, there remains the question as to which of the multi-source revenue accounts generated what part of the fund balance. If full disclosure is paramount, expenditures paralleling multi-fund sources could be accomplished utilizing software for the present Burroughs TC 2500, but would necessitate the use of separate Subsidiary Expenditure Accounts to offset this parallel to the appropriate fund source. Needless to say, this would be time consuming on an institutional level, but would specifically identify the constituents of the current fund balance.

It has been pointed out that conceptually, given the limitations for which each fund source can be expended, any lump sum of multiple fund sources can be analyzed according to object of expenditure and distributed accordingly by fund source providing for the object expenditure. Limitations of expenditure purpose adequately identified to provide separate accounting, at the time expenditures are made, can readily be segregated from a lump sum based on the same limitation parameters. The key to the concept is adequate identification of the purpose of each fund by policy directives.

According to Part I, Section I and Section 95 of the State of South Carolina General Appropriations Act for Fiscal Year 1975/76, specific restrictions are placed on the accountability of certain institutional revenue. At the time of this self-study, there is proposed legislation in Committee which would also require that expenditures for library books and educational supplies come from the Student Fees source of revenue.

Not withstanding any other requirement for separating expenditures for multi-source revenue, state legislation could dictate the identification of at least expenditures from student revenue. Thus, for TEC there is added to its accounting objectives the need for adequate disclosure of the stewardship of resources in accordance with the intent of the funding source.

Is the funding of TEC institutions an extension of the planning effort and, therefore, a basis for evaluating the effectiveness of their planning and management?

The State Board has no policy that requires the budgeting to be a reflection of the planning effort, however, this is adequately inferred in Policy 1-3-201, page 2, which states, "The intent of the State Board in developing state-level policy is to insure statewide planning, coordination, and essential controls while preserving the pluralism and institutional autonomy, etc."..."The State Board will take a leadership role in the development of effective statewide coordination and planning. This leadership is necessary because of...the need to coordinate federal, state and local funding."

Previously, due to the newness of the process of statewide planning and the fact that the funding process was developed before the planning process, the two activities have not been coordinated into an overall planning/budgeting process necessary to the attainment of identified, prioritized objectives.

RECOMMENDATION: It is recommended that research be performed and priorities set to fully utilize the existing financial and statistical measures for making management decisions. It is further recommended that formats and analytical procedures be drawn up for organizing, aggregating and manipulating these measures into ratios, displays and recommendations that may be utilized for particular management decisions.

RECOMMENDATION: It is recommended that the TEC Central Office establish better liaison between divisions in order to fully utilize financial and statistical data and best serve its constituents.

The following goals have been made a part of the overall objectives of the Finance Division.

- Given that adequate funds are available to proceed with the update of system-wide computer hardware, procedures will be implemented for the timely and efficient transition of ongoing accounting procedures from independent hardware to communications hardware. Procedures will require continuous training of institution personnel and single step phase-in of each accounting function.
- Given that funds are not available for complete hardware update, procedures will be implemented for increasing the number of fund accounting functions that are maintained on existing hardware. The increase is required to provide complete computerized fund accounting support within the institutions. Current computerized support encompasses all Current Fund operations. The expansion will incorporate Agency, Loan, Construction and Fixed Asset Funds. Current Fund operations have increased significantly since the acquisition of the present hardware configurations; consequently, expansion of support will require material data flow procedure changes within the institutions and development of multiple software applications to accommodate the other funds. All changes will be geared to direct transfer of operations to communication

hardware when funds are available for system upgrading.

RECOMMENDATION: It is recommended that the State Board proceed with the update of system-wide computer hardware by securing adequate funding and continue to gear accounting procedures for a timely and efficient transition from independent hardware to communication hardware.

RECOMMENDATIONS ON FINANCE

1. It is recommended that future priority setting for program funding be less statewide in nature and more attuned to the actual situation at each institution.
2. It is recommended that the Division of Financial Services enforce the requirement that timely financial and statistical reportings be made by the institutions to the TEC Central Office in order to have compatibility in monthly and/or quarterly management decisions.
3. It is recommended that the Division of Financial Services have more interaction with the institutions at the various control levels in "rolling up" their budgets.
4. It is recommended that research be performed and priorities set to fully utilize the existing financial and statistical measures for making management decisions. It is further recommended that formats and analytical procedures be drawn up for organizing, aggregating and manipulating these measures into ratios, displays and recommendations that may be utilized for particular management decisions.
5. It is recommended that the TEC Central Office establish better liaison between divisions in order to fully utilize financial and statistical data and best serve its constituents.
6. It is recommended that the State Board proceed with the update of systemwide computer hardware by securing adequate funding and continue to gear accounting procedures for a timely and efficient transition from independent hardware to communication hardware.

EXTERNAL INFLUENCES

ABSTRACT ON EXTERNAL INFLUENCES

A public educational system such as the State TEC System must coordinate both officially and unofficially with a myriad of boards, commissions, and agencies as well as with many segments of the general public. In Vocational-Technical educational matters alone there are three official boards with which close coordination must be maintained - The South Carolina Commission on Higher Education, the Office of Vocational Education of the State Department of Education, and the South Carolina Advisory Council on Vocational and Technical Education.

In addition to these formal relationships, the State Board must work very closely with the Budget and Control Board of the state legislature regarding the annual TEC budget. In order to clarify its mission and operation to the general public, the State Board has established the Division of Development which, among other duties, is responsible for external communications. The Division performs this function through four areas - Public Affairs, Public Information, Publications and Grants Administration.

In education, certification and/or accreditation are very important functions and the State Board must maintain a good working relationship with many such groups, ie. National League of Nursing, State Nursing Board, and Southern Association of Colleges and Schools.

Federal assistance programs are an integral part of the financial support of the institutions within the State TEC System.

Therefore, one of the functions of the Division of Development of the State Board is the coordination of all federal programs. However, because of its magnitude, a separate Division (Manpower Services Division) has been established to handle the federally funded Comprehensive Employment Training Act programs.

Divisions of the State Board, especially the Division for Planning and Evaluation, seek information and assistance from such varied agencies as SREB, WICHE, ERIC, NACUBO.

The nature of an individual institution, as well as the State Board, is vitally affected by federal laws and guidelines, national bodies such as ACCJC, and the various accrediting agencies. These bodies play a significant role in determining the direction an institution moves and how fast it develops toward its objective. Thus, the State Board must keep in constant touch with these agencies.

In an attempt to fulfill its mission within the state, the State TEC System, through its State Board staff, must maintain good articulation with both the secondary, college and university educational systems.

The Staff of the State Board, particularly the Executive Director, serves as the spokesman for the two-year college program in South Carolina. Either the Executive Director or the Chairman of the State Board for Technical and Comprehensive Education serves on all the boards and commissions dealing with higher education in South Carolina. It is incumbent upon the State Board to make its mission and purpose known to the general public because the perception of the system by the people of the state can greatly effect the future of the system through the action of the General Assembly reflecting the wishes of the public.

1. What other state agencies in the areas of personnel, finance, purchasing, and facilities, for example, must the governing or coordinating board and its staff deal with on a regular basis? What effects do these other agencies have on the overall services that can be provided to institutions?

Since there are numerous state agencies which the State Board and the state staff must deal with on a regular basis and since these actions involve a multitude of effects, these activities can best be identified in chart form. Below are listed the agencies and the types of influences exerted as well as the effects on the institutions.

INFLUENCES EXERTED BY STATE AGENCIES

Agency	Area Effected	Action	Effects on Institutions
Budget & Control Board	Personnel	Position Classifications	Time Factor
	Personnel	Establishes Salary Scales	Limits Activities
	Personnel	Initiates freezes on hiring	Limits Employment - Time and Effort Factor
	Personnel	Service	Reports Classification, data, statistics Interprets labor laws, grievance procedures
	Finance	Defines, regulates, and prescribes budgeting process	Must support budget in manner and level of detail prescribed
	Finance	Limit amounts of budget	Monetary constraints
	Finance	Approves Budget Transfers	No major problems
	Finance	Audit	Minimal
	Purchasing	Establishes bid procedures and handles bidding process	Time constraints
Human Affairs Commission	Personnel	Monitors compliances to Civil Rights Act and Educational Amendments of 1972	Effects employment, deters race and sex discrimination

Agency	Area Effected	Action	Effects on Institutions
General Assembly	Finance	Approves/modifies budget	Amount of funds available and allocation of resources
	Legislation	Passes Laws	Amplifies activities
Comptroller General	Finance	Disbursal of funds	Slows down disbursement
State Treasurer	Finance	Banking	Influences Capital Bond funds
Commission on Higher Education	Program	Program Approval - following the S.C. State Board's approval, the Division of Educational Services presents the program request for new diploma or degree programs which are one year or more in length to the Commission on Higher Education. The Commission's action is communicated to local institution by the State Board	Influences curriculum offerings
	State Plan	The planning activities of the 1202 Commission bring about a closer articulation between the State Board and the State Board for Vocational Education and the senior colleges	Same as above
State Board for Vocational Education	Facilities	Endorses/approves secondary source funds such as EDA, ARC, CPRC, etc.	Time and effort constraints
	Funding	Approves Vocational Education funds for postsecondary programs	Level of funding for programs and scope of offerings.

In summary, the activities of the State Board are closely interlocked with numerous planning, funding, monitoring, overseeing and operational functions of other state agencies. While this may present time and effort constraints, it does provide for stronger coordination of state funded activities as well as more efficient expenditure of state resources by preventing duplication of effort. It also increases budgeting and operational planning at local institutions which also results in more prudent expenditures.

2. Describe the present relations between the governing or coordinating board for community colleges and the board or authority within the state responsible for both vocational-technical and adult-continuing education. What steps have been taken to bring closer coordination and cooperation in these areas?

To some degree there are four respective boards that have responsibility relating to vocational-technical and adult-continuing education in South Carolina.

- The State Board for Technical and Comprehensive Education (TEC) has the major assigned responsibility to coordinate the development and implementation of an adequate vocational and technical training program through the sixteen local TEC institutions in the state.
- The South Carolina Commission on Higher Education has the responsibility for approval of post-secondary curriculums in determining need, content, and nonduplication status.

- The Office of Vocational Education, State Department of Education, through the public secondary schools and area vocational centers, offers some postsecondary and adult-continuing education programs on demand and as funds are available.
- The South Carolina Advisory Council on Vocational and Technical Education has an advisory role with responsibility for review of the State Plan and evaluation of vocational-technical education programs in the state.

The four-year colleges, universities, and their branches within the state also provides some adult-continuing education, although primarily of a professional nature (education, engineering, etc.).

There is no legislation mandating coordination and cooperation between the agencies and institutions. The respective enabling legislation for each agency implies that this will be done, to fulfill the purpose and intent of the act, in meeting the educational needs of the state. In respecting jurisdictional prerogatives, and in absence of memoranda of agreement, individual staff members and committees work closely together to carry out the intent of program coordination and cooperation.

The CETA (Comprehensive Employment and Training Act), CMP (Comprehensive Manpower Program) institutional training programs as designated by the Governor's Office (prime sponsor in South Carolina) are operated under the jurisdiction of TEC through the Division of Manpower Services of the State Board for Technical and Comprehensive Education. This program is primarily federally funded. CETA is operated by cooperative agreement between the Governor's Office of Administration, Employment Security Commission and the State Board for Technical and Comprehensive Education.

Programs, where justification of need exists, may be offered in any of the ten Regional Planning Districts of the State. In most all cases these programs are offered in TEC institutions. However, programs are, in some instances, offered at Vocational Education Centers, Correctional Institutions, and other public facilities.

> RECOMMENDATION: Present enabling legislation relating to those agencies and institutions involved in occupational education should be strengthened to mandate articulation and cooperation. Memoranda of agreement should be drawn up and approved between state-level boards that would include the specific nature and interest of articulation and cooperation.

3. To what extent does the governing or coordinating board and its staff serve as spokesman for the individual community college's goals and purposes before the state legislature and executive branch budget authorities? How is the overall legislative program for community colleges developed?

In May of each year the local institutions prepare and submit to the State Board individual budget requests which are consolidated into a single system budget. This consolidated budget is presented to the Budget and Control Board in

September. In October, the State Board is given a hearing to present their case. At this meeting the State Board has an opportunity to serve as spokesman for the goals of individual institutions and the system as a whole.

Prior to the convening of the legislature in January, the Budget and Control Board makes a recommendation to the legislature. As soon as the Appropriations Bill is introduced in the House it is referred to the House Ways and Means Committee. Again, this Committee may request a conference with the State Board.

Whenever the House Ways and Means Committee completes its study the budget bill is returned to the floor for debate. Once the Bill is approved by the House it is introduced in the Senate, where it goes through a similar process to the one described above for the House.

Inadequate computer capability restricts sophisticated and timely accumulation and analysis of data to more minutely identify system needs for budget presentation.

There is no central agency or commission in the higher education structure in South Carolina with legislative authority to effectively plan cooperatively and implement all higher education goals, including finance. Each educational system has access to first, the Budget and Control Board; second, the legislative committees on education; and third, the complete General Assembly for final adoption of their respective budgets.

This independent access to the political system ties the goals, functions, and financing of each educational structure to political negotiation rather than sound educational planning.

The State Board and staff has many opportunities for input into legislative matters which relate to both State Board positions as well as matters dealing with local jurisdiction of institutions.

4. In what ways and to what groups does the state governing or coordinating board and its staff clarify the established functions and roles for community/junior colleges which do exist or will exist in the state?

The Division of Development coordinates the State Board's and staff's external communications through four primary functions: 1) Public Affairs; 2) Public Information; 3) Publications; and 4) Grants Administration.

The activities of each of the sixteen TEC institutions' Public Information Officers are coordinated with the central office function. Through publication of a tabloid paper, TEC NOTES, input from the TEC schools and output from the State Board and its staff provide two-way communications on the implementation of statewide goals and functions.

The Public Information Activity is responsible for development of multi-media communications for dissemination to statewide media networks and to each school for communication with local media. The State Board publishes, on a quarterly basis, IMPACT Magazine, which is sent to TEC personnel and business and industry leaders in South Carolina. The magazine's content reflects the implementation of statewide goals, especially as they relate to industry.

Planned, programmed, liaison with community organizations and the public school system is minimal with respect to awareness, understanding, and appreciation of the goals and functions of TEC. There is also minimum nationwide media exposure. Sporadic visits from out of state educational and business leaders does provide this opportunity, but these are reaction opportunities rather than action oriented.

The Public Affairs activity assists the Executive Director in liaison with the state's General Assembly. Systematic contact before, during, and after the legislature convenes each year provides the opportunity to project the goals and functions of the TEC system. It should be noted, however, that no statewide, unified plan exists to work with the legislature. Many TEC institutions work with their respective legislative delegations individually. It would appear this can be a source of confusion in the presentation of statewide goals and objectives. Based upon the input data a statewide plan, with timetable, should be developed.

> RECOMMENDATION: A plan should be developed to consistently reach the General Assembly throughout the year. The development of such a plan necessitates input from each Area Commission, TEC institution, and all statewide committees, advisory and otherwise. These inputs should reflect needs peculiar to the areas served by each TEC institution in addition to statewide needs. Based upon the input data a statewide plan, with timetable, should be developed.

5. What role is currently being undertaken by the state governing or coordinating board in working with the various certifying and licensing agencies, in order to articulate better with various community college program outputs?

The staff of the State Board for Technical and Comprehensive Education works closely by informal relationship with the various certifying and licensing agencies within the state and some national associations. This is vital in order to give the TEC institutions input for curriculum planning and operation so that the graduate will be prepared to meet certification and licensure requirements.

Some boards require curriculum approval prior to implementation and also set standards for instructional faculty - example: State Board of Nursing. TEC staff members serve on advisory committees of these boards that relate to curriculum programs operated in the TEC institutions to insure proper articulation of concerns and requirements.

Many of the TEC institutional graduates, as a requirement of the occupation in employment, must prepare to be certified or licensed in areas such as agro-chemicals, OSHA safety, electrical code, cosmotology, barbering, building code, fire underwriter's code, mechanical contracting, emergency medical, and water treatment plant operator.

> RECOMMENDATION: The TEC Central Office should draw up a composite statement of involvement with the various certifying and licensing boards and review committees, showing roles and relationships of each, and make this available to all institutions in the TEC system.

6. In what way does the state board monitor and handle relations with federal programs and other areas of outside resource development?

The State Board staff reviews all applications for federal funds. The Board, in regular session, approves applications for federal funds to construct facilities. The State Board staff maintains constant contact with federal program officials and often acts as agent for the institutions.

Federally funded projects are monitored by the State Board staff in the same way that all other programs are monitored. The state staff looks at expenditures, processes and results.

A separate staff is maintained for the purpose of co-administering the federally funded Comprehensive Employment and Training Act Programs. In South Carolina the Governor's Office is the Prime Sponsor for the entire state. This is unlike other states which have many Prime Sponsors. All classroom training under CETA is coordinated through the Division of Manpower Services of the State Board.

7. To what extent has the governing or coordinating board made use of materials developed or available from ECS (Education Commission of the States), SREB (Southern Regional Education Board), COPA (Council on Post-Secondary Accreditation), WICHE (Western Interstate Commission for Higher Education), NEBHE (New England Board of Higher Education), ERIC (Educational Resources Information Center), NACUBO (National Association of College and University Business Officers) or the appropriate commission within its regional accreditation association dealing with community colleges?

The Division of Planning and Evaluation has extensive liaison with numerous national and regional organizations which accumulate socio-economic, occupational, and curricula program data. The information from the Education Commission of the States and the Southern Regional Education Board is evaluated and related to TEC planning. The NCHEMS models of WICHE are studied extensively in development and revision of the TEC Management Information System and the facilities utilization analysis document. The resource requirement model of NCHEMS, which predicts cost changes concomitant with program shifts in an institution, has not been utilized although it has potential validity in a school system which responds to variable local employment requirements. The Division's development of the Occupational Information System was, and still is, contingent upon extensive contact with state training institutions, colleges, employment security commissions, and other agencies relative to their employment demands.

Although ERIC publications are received, there is no systematic evaluation and dissemination of these to the persons responsible for the area covered in the publication, nor evidence of their use in planning. The staff of the State Board is abreast of committee visits from SACS. and assists, upon request, TEC schools in conducting mock evaluations prior to the SACS committees arriving on campus. State Board representation is coordinated with SACS visits to TEC institutions by invitation from each institution. The visiting committee reports for TEC institutions evaluated by SACS are sent to the Executive Director, and are disseminated to appropriate Central Office staff for review and comment.

8. What relations and influences impinge on the governing or coordinating board from such sources as the federal government, AACJC, ACCT, and regional or programatic accreditation bodies?

Laws passed and resulting regulations by the federal government have a direct effect on employment practices, wages paid, clientele served, and action taken by the State Board which in turn affects the institution.

Most of the federally funded Categorical Higher Education programs are funded directly to the institution. There is no federal requirement that there be state-level coordination. This direct access mode does dilute the State Board's coordination efforts.

The amount and kinds of funds made available to the institution effects the way in which state funds are programmed. The amount of federal funds available has an effect on expansion of programs and facilities (system growth).

9. How does the state board or its staff develop understanding, appreciation, and cooperation with both the elementary and secondary areas as well as the university contingent within the state?

The State Board for Technical and Comprehensive Education, through its central office staff, works in a number of ways to develop understanding, appreciation, and cooperation with elementary, secondary schools, senior colleges and universities in the state. The State Board staff serves in a liaison role with other agencies and institutions, and a coordinating role with the TEC institutions.

Little effort is expended in relation to elementary and middle school activities except as resource assistance when and where requested.

Due to the nature of vocational programs offered at the secondary level in the public schools, under the jurisdiction of the State Department of Education, and postsecondary in TEC System, much articulation, cooperation, and coordination is required. All divisions of the state office are involved to some degree. There is liaison relating to finance (Federal Area Vocational Act funds), grants, program planning (State Plan), administration, and reporting. The State Board staff also serves as coordinating resource to local TEC institutions in their relationship of articulation and cooperation with local public high schools and vocational centers.

The relationship of the TEC staff with staffs of senior colleges and universities fosters articulation and cooperation. This is accomplished through individual and committee work with the Commission on Higher Education staff, and through direct staff liaison with the individual colleges and universities. There is a continuing effort in planning and sharing of resources and facilities to meet the higher education needs of the adult citizens of the state. However, most of the success in developing articulation and other cooperative agreements has been achieved through institutional efforts, rather than state-level efforts.

> RECOMMENDATION: The TEC Central Office provide leadership, as a result of its work with the state level agencies and institutions, in encouraging inter-institutional agreements between TEC and other regional educational institutions in developing understanding, appreciation, and cooperation.

10. To what extent does the state board or its staff interpret and serve as the spokesman for the community college movement in the state?

The question, from the standpoint of public information, is covered in question number 4. Perhaps of greater magnitude is the ongoing articulation of the State Board staff in the administration of their respective responsibilities. Constant interface with a variety of committees, both educational and political, provides the opportunity to advance the goals and objectives of the State Board for Technical and Comprehensive Education, whose primary legislative mandate is the advancement of postsecondary, two-year occupational education in South Carolina.

The Executive Director is the spokesman before national bodies on the role of vocational-technical education. Of major importance at this time is congressional review of the Vocational-Technical education role, with emphasis on the amount and method of dissemination of funds. The Executive Director also is an active participant in the AACJC and the National Council of State Directors of Community Junior Colleges.

The Chairman of the State Board is a member of the Commission on Higher Education. The State Board has representation on the 1202 Commission in South Carolina, which is the CHE amplified by the addition of other representatives. The State Board also represents the TEC System before various state legislative committees, and the Budget and Control Board.

State Board staff representation is also on the following on-going state committees: 1) The Advisory Council for Vocational and Technical Education in South Carolina; 2) The Council of Chief Academic Officers for all postsecondary institutions in the state; and 3) The South Carolina Manpower Council.

11. In what way does the general public's perceptions of the role and mission of the TEC system influence the State Board policies as to priority of implementation?

The State Board is constantly aware that the South Carolina Technical Education System must fight in the economic and political arena of South Carolina, primarily as a result of its mission in technical-vocational education. Well developed is the TEC public image as the chief agency responsible for meeting the needs for trained manpower of industry. As one of the competitors for its share of the tax dollar, it must excel by offering effectively and efficiently postsecondary vocational-technical programs and services to meet the needs of a broad spectrum of people.

At every turn and from many sources, the State Board is reminded of the public demands upon it. These reminders come from the entire population, some directly from industrial institutions and local, state, and national political agencies, and some subtly from the citizenry who want an "open door" to the perceived benefits of education.

Under constant pressures, direct and indirect, the State Board is influenced to give priority to policies and implementation procedures that will fulfill, as far as feasible and practical, the goals that the general public has set for the TEC system of education. This, indeed, is TEC's reason for being and the reason for public support.

RECOMMENDATIONS ON
EXTERNAL INFLUENCES

1. Present enabling legislation relating to those agencies and institutions involved in occupational education should be strengthened to mandate articulation and cooperation. Memoranda of agreement should be drawn up and approved between state-level boards that would include the specific nature and interest of articulation and cooperation.
2. A plan should be developed to consistently reach the General Assembly throughout the year. The development of such a plan necessitates input from each Area Commission, TEC institution, and all statewide committees, advisory and otherwise. These inputs should reflect needs peculiar to the areas served by each TEC institution in addition to statewide needs. Based upon the input data a statewide plan, with timetable, should be developed.
3. The TEC Central Office should draw up a composite statement of involvement with the various certifying and licensing boards and review committees, showing roles and relationships of each, and make this available to all institutions in the TEC system.
4. The TEC Central Office provide leadership, as a result of its work with the state level agencies and institutions, in

encouraging inter-institutional agreements between TEC and other regional educational institutions in developing understanding, appreciation, and cooperation.

RELATIONS WITH CONSTITUENT INSTITUTIONS WITHIN THE SYSTEM

ABSTRACT ON RELATIONS WITH CONSTITUENT INSTITUTIONS WITHIN THE SYSTEM

This section examines the types of services rendered by certain divisions of the Central Office, particularly in the areas of program review and approval, curriculum development, and student services. The Divisions of Educational Services, Development, Industrial Services, and Planning and Evaluation seek to coordinate activities which assist local institutions in program planning and development, student admission, placement and follow-up, and articulation with other institutions of higher education in the state. These services and their effectiveness are a direct measure of the success of the Central Office's prime functions in serving institutional needs and in developing positive relationships with the institutions.

Coordination rather than control is an important aspect of the activities with constituent institutions. Activities such as the program review process, from the early stages of program conception to the final approval by the Commission on Higher Education, emphasize the role of the Central Office in performing facilitating functions which assist the institution in starting a new program. These types of services are designed to enhance local initiative, rather than to displace it at the state level. Function implementation by Central Office Division is prescribed by many different factors, including legislation, the degree of trust held toward the Central Office by the institutions, and the need to assist institutions when called upon to do so.

1. What role does the state governing or coordination board play in the program approval, program continuance or program removal process within the state's community colleges?

The primary role of the State Board for Technical and Comprehensive Education is one of collection, review and coordination of necessary supporting documentation. The local institutions prepare a proposal for any new program which they feel is needed within their service area. This proposal is reviewed at the institutional level and approved by the local area commission, and is then submitted to the Division of Educational Services. The Division curriculum coordinators review the proposal, and assist in preparing it for submission to the Education Committee of the State Board and to the full Board for review and approval. Following the State Board's approval, the proposal is presented to the staff and Board of the Commission on Higher Education for action. Following the Commission's approval, the institution is notified as to any provisos that the Commission on Higher Education has attached of program implementation. A complete guide for new program development is provided as Appendix F .

The decision to continue programs currently rests with local institutions through participation with the Central Office. Decisions to continue a program are made solely by the institutions, and involve factors such as inadequate enrollments, funding, faculty, and space requirements. It is foreseen that the standing Committee on Education will be working with Central Office staff to develop criteria and procedures for program evaluation and possible suspension or termination within the next year.

RECOMMENDATION: The Division of Educational Services staff and institutional deans should jointly develop criteria and procedures for program evaluation, suspension and/or termination within the TEC System. These criteria and procedures should be submitted to the Education Committee for presentation to the State Board for approval.

2. Is there an up-to-date inventory of all programs offered at each institution?

An inventory of approved programs is developed at least twice a year and is distributed to the Deans of Instruction and MIS Coordinators at the institutions. This inventory is regularly maintained and up-dated by the Division of Educational Services. In addition, there is also a brief curriculum listing which is provided by the Central Office for use by the general public and each local institution. This brochure is printed once a year, and contains a current and up-to-date listing of all approved degree and diploma programs throughout the state.

3. Is there any plan at the state level to develop some comparable system of course numbering and course descriptions for both credit and non-credit courses in the state's community colleges?

The Division of Educational Services and Division for Planning and Evaluation (MIS section) prepare and maintain a Catalog of Approved Courses for the entire TEC System which includes HEGIS codes, course prefixes and numbers, and authorized credit hours for over 3000 courses statewide. Course descriptions have been developed for all credit courses. These descriptions strive to achieve consensus on course content within the same course, regardless of where it is offered within the TEC System.

4. If one exists, what is the purpose of the plan and what criteria are used to make decisions on courses?

The purpose of the TEC System's plan of coordination of course numbers and course descriptions was to assure uniform quality and standards of excellence among the sixteen institutions in the system. The criteria used to evaluate and make decisions on courses are not formalized per se. However, every effort is made to secure sufficient justification for additions to the Catalog of Approved Courses and to avoid excessive proliferation and duplication of course offerings. This is achieved effectively through coordination of the Catalog by the Division of Educational Services. In the last three years, course offerings in the Catalog have been reduced from over 8000 to about 3500 through course deletions and combining course offerings. This process has involved extensive interaction between various faculty peer groups, institutional deans, and the curriculum coordinators within the Division of Educational Services.

5. What role does the State Board play in developing ways to assist manpower needs of the state in order to plan better the present and future curriculum needs for the state's community colleges?

The Division of Educational Services is assisted in identifying manpower needs across the state by the Division of Industrial Services. Industrial Service Representatives are located at TEC institutions throughout the state. These individuals have extensive experience in the preparation of wage and labor surveys which are conducted on a periodic basis within the local service area of the institutions. Prior to the initial request to implement a new program, the Industrial Service Representative assists the institution by conducting a survey that relates directly to the job opportunities which the curriculum is designed to meet. The manpower needs, identified through the wage and labor survey, are attached to the institution's initial proposal for a program before it is presented to the State Baord for approval.

6. In what ways does the State Board insure that there will be no duplication but rather adequate placement and implementation of programs within community colleges?

The Division of Educational Services, in cooperation with the administration of local institutions, surveys the other post-secondary educational institutions within the immediate service area prior to a program approval request. Letters of agreement are subsequently requested from other institutions within the service area which state to the satisfaction of all concerned that there is no unnecessary duplication of program offerings in the local service area.

7. Describe any additional substantive questions or issues relating to program approval and review.

The program proposal includes a section which indicates the necessary budgeting levels for its implementation. This information assists the State Board in funding a new program after its implementation. In many cases, however, the State appropriation for a particular institution is not adequate to support new programs, particularly during the last year or so when budget cuts have become necessary. If new programs in TEC institutions are to be adequately funded, the General Assembly must appropriate adequate monies to support new programs.

RECOMMENDATION: The State Board should make a strong case for state appropriations which can adequately support both existing programs and new programs in TEC institutions. The underfunding of the TEC System cannot continue without affecting the quality and growth of programs within the system.

8. Have accurate procedures been implemented and followed whereby the state governing or coordinating board receives continually updated reports on student enrollment data, including enrollment projections?

The Management Information System (MIS) of the Division for Planning and Evaluation periodically produces enrollment reports throughout the year. These reports are prepared quarterly and annually, and include the following data on students:

- cumulative contact and credit hours
- number of full-time equivalent students
- number of headcount students

This information is reported by institution, by curriculum, by institution and curriculum, and by other combinations as needed. Enrollment projections are made annually when institutions submit budget requests to the State Board for the following fiscal year. Long-range enrollment projections may be found in institutional five-year plans.

9. Do state rules or regulations establish policies that govern admission to the community/junior colleges of the state, or is each institution able to establish its own criteria?

Act 1268 of 1972 gives authority to the State Board for Technical and Comprehensive Education to establish general criteria for admission to all TEC institutions. The State Board, in its philosophy and goals state, states "TEC recognizes that by subscribing to an 'open door' admissions policy it has an obligation to respond to the needs of each student at his level of ability and development." Section 3 of Act 3662 (1976) reinforces the open admissions statement: "Institutions of the South Carolina Technical Education System shall maintain open admissions policies unless determined to be economically unfeasible by the Budget and Control Board..."

Currently, the open door policy applies only to admission to an institution. The situation varies among institutions regarding admission to individual programs. This is an acknowledged concern of academic deans and faculty at TEC institutions, and as a consequence, the staff of the Division of Educational Services is developing a more concise definition of "open admissions" and the "open door Philosophy" which will be considered by the deans and the Education Committee.

RECOMMENDATION: The Division of Educational Services, institutional academic deans, and the Education Committee of the State Board should Develop a concise definition of the "open door" for the TEC System which more accurately reflects institutional policies regarding admission, in view of the space and economic constraints of completely open admission to all programs.

10. Is there a well thought out and documented plan that exists which assists community college graduates to transfer to senior colleges and universities within the state?

There is no statewide plan which establishes guidelines for transfer of students from TEC institutions to the state's four-year colleges and universities. Instead, articulation activities have been undertaken by individual TEC institutions through agreement developed with nearby four-year colleges which assures either partial or complete transferability of TEC credit. A great deal of variance exists among public and private four-year colleges and universities regarding the acceptance of transfer credit from certain types of TEC programs.

In addition, articulation activities have been undertaken by the Executive Director and the Director of the Division of Educational Services with officials from the University of South Carolina and Clemson University. As yet, however, no formal plans or agreements on transfer have been developed.

11. Has the state governing or coordinating board developed a plan which provides for equal access and equal opportunity for all citizens of the state regardless of race, color or national origin to take advantage of the programs which the state community/junior colleges offer?

Act 1268 (1972) and the philosophy and goals statement adopted by the State Board prohibit discrimination of any kind and further assure that "geographic, economic, academic, and other barriers to education opportunity" be minimized. In addition, Section 3 of Act 3662 (1976) charges institutions in the TEC System to "Establish" and maintain low tuition and fees in order to provide access to postsecondary education and insure that such educational opportunities shall not be denied anyone."

12. What role does the governing/coordinating board and its staff have in establishing and monitoring a system of scholarships, student financial aid, loans and work-study programs in the state's community colleges?

The Division of Development assists TEC institutions with the preparation of applications for student aid grants and the renewal of grants. The Student Services section of the Division of Educational

Services coordinates financial aid programs and from time to time conducts periodic evaluations to identify areas which need strengthening.

13. Has the state board or its staff developed state procedures to handle the implementation of the Family Educational Rights and Privacy Act of 1974, commonly called the "Buckley Admendment?"

The Student Services section of the Division of Educational Services prepared a "Student Code" publication, adopted by the State Board in 1974, which establishes guidelines and procedures for assuring students of their rights of privacy and confidentiality of information as provided for in the "Buckley Admendment."

14. Does a job placement and student follow-up mechanism exist within the community/junior colleges of the state in order to show accountability to the state for job-related career and occupational program graduates? Explain.

Job placement, as a service function, is left to each institution to engage in as it sees fit. The Student Services section is available to provide consulting services upon request. Follow-up on the state level of former students has been conducted in the past only when a need for follow-up information is cited. At the present time, an on-going program of follow-up activities is being developed jointly by the Division for Planning and Evaluation and the Student Services section of the Division of Educational Services. This program will be attempted first as a pilot project with five TEC colleges participating.

RECOMMENDATIONS ON

RELATIONS WITH CONSTITUENT INSTITUTIONS WITHIN THE SYSTEM

1. The Division of Educational Services staff and institutional deans should jontly develop criteria and procedures for program evaluation, suspension and/or termination within the TEC System. These criteria and procedures should be submitted to the Educational Committee for presentation to the State Board for approval.
2. The State Board should make a strong case for state appropriations which can adequately support both existing programs and new programs in TEC institutions. The underfunding of the TEC System cannot continue without affecting the quality and growth of programs within the system.
3. The Division of Educational Services, institutional academic deans, and the EducationaCommittee of the State Board should develop a concise definition of the "open door" for the TEC System which more accurately refelects institutional policies regarding admission, in view of the space and economic constraints of completely open admission to all programs.

MANAGEMENT INFORMATION SYSTEMS

ABSTRACT ON MANAGEMENT INFORMATION SYSTEM

Current analysis of the functional areas within the State TEC Board Management Information System reveals many areas of strength as well as some areas of potential weakness. In general, the comprehensive self-study revealed a highly systematized planning and management information component operating under some hardware constraints and also occasionally limited in effectiveness as a result of some functional ambiguity.

More specifically, the Management Information System operates as a comprehensive data retrieval system, and it provides much of the supportive data essential to effective educational administration. The highly sophisticated and systematic funding procedure, based on the generation of historical cost data, appears to be a progressive and accountable method of resource allocation. As the recommendations in this area reveal, however, limited hardware and increasing data volume threaten to impede the system's effectiveness. In addition, because of the demand for immediate system accountability and little time for institutional input, the development of the current Management Information System may have overlooked some institutional needs. As a result, the essential evaluation function has been limited by the availability of timely and relevant management information.

As a part of the Management Information System, the planning component has progressed more rapidly philosophically than pragmatically. Although the planning approach adopted by the State TEC System appears to be a viable one, the lack of divisional support and consensus of what planning should involve restricts the comprehensive development of an institutional and statewide planning system. As the recommendations state, more coordination in the future development of the planning process at the state and institutional level is imperative if the system is to be a truly beneficial one.

As in any public administrative environment, the Management Information System attempts to provide structure to a potentially complex environment. Naturally, problems in providing the necessary resources and assuring clarity of functional responsibility will develop. Self-studies such as this help clarify the goals and directions of the system and, being "gestaltist" in nature, are of value in resolving internal inconsistencies. Upon review and implementation of the relevant recommendations, the State TEC System should be more fully capable of responding to the industrial and educational needs of South Carolinians.

1. Does the state governing or coordinating board utilize any financial, facilities, student or program planning techniques such as a program budgeting system or a management information system? If not, what is the nature of the data gathering function? What uses are made of the information derived?

The State Board for Technical and Comprehensive Education does utilize facility planning techniques through a fourteen member statewide facility planning task force and through the collective support of the Division for Planning and Evaluation. Established in 1974, the Task Force for Facilities and Utilization was charged with the following major responsibilities:

- Ascertain or develop a minimum facility need determinant for two-year postsecondary, comprehensive educational institutions which would be acceptable locally and nationally.
- Ascertain or develop acceptable utilization norms for the South Carolina State TEC System.
- Determine the degree to which each of the sixteen TEC institutions within the State System meet these minimum facility requirements and utilization norms.
- Determine the most effective scheduling and other techniques to achieve maximum efficiency and utilization of facilities.
- Determine how physical plant construction is financed in other state two-year college systems.

- Make specific recommendations concerning suggested actions to be taken to bring every institution in the TEC System to an acceptable level of space availability and utilization.
- Consider and recommend ways to predict future enrollment demands in order to project future physical facility needs.

In assisting this statewide task force, the Division of Planning and Evaluation provides annual analyses of instructional utilization for each of the TEC Centers and Colleges. Through these utilization analyses, the State Board staff has been able to suggest scheduling techniques to enable the TEC institutions to project future facility needs based on future enrollment projections and also has assisted in the preparation of facility master plans.

To assure the systematic review of institutional resource allocation based on identified local needs, each of the TEC Centers and Colleges analyzes its future facility needs as an integral part of its ongoing five year planning process. As a result of this process future facility needs are identified each year and incorporated in the revised planning process.

Does the State Board utilize a Management Information System? What uses are made of the information so derived?

In September 1973, the State Board implemented an automated Management Information System to provide analytical data on every student, course, and instructor in the TEC System.

The information is used to provide a data base for Central Office use and use at the TEC institutions for official enrollment reporting. Data extracted for this data base is also used in the preparation of numerous federal, state, and local reports, (e.g., Higher Education General Information System reporting, Vocational Education reporting, etc.).

The data base also serves to answer numerous special requests for information from TEC institutions and the Central Office. Official enrollment reports, and reports of enrollment by HEGIS discipline and by educational program are the basis for funding TEC institutions.

In addition to the TEC Management Information System, a comprehensive Student Records System is operated by the Central Office for centers desiring to subscribe to the service. Presently, eight (8) TEC institutions are participating in this program. This system attempts to provide all services associated with the student records function such as class rolls, grade reporting, transcript preparation, etc. This system has been limited by hardware constraints.

The TEC Management Information System also provides an occupational information component called the South Carolina Occupational Information System in a cooperative arrangement with the South Carolina Employment Security Commission. The Occupational Information System reports present net demand (supply-demand) for skilled workers in those occupations that exist in South Carolina which require less than a baccalaureate degree for entry. This system allows projections of net occupational demand to be made for future years for these occupations on a statewide as well as sub-state area basis. This system serves as one input to the annual Five-Year Plan constructed by each institution and the Central Office.

Although most of the self-study subcommittee members felt that the Occupational Information System was of value in helping to determine future program needs, one member felt that the Occupational Information System failed to provide accurate decision-making information necessary for future program selection. This subcommittee member felt that the problems were not with the system itself, but instead with the supply and demand information provided by the Employment Security Commission.

2. Is the state governing or coordinating board staff the single state agency for the collection and analysis of data relating to community/junior colleges? If not, what role does the agency play in the coordination of data collected, from and about community colleges? What role should it play?

In assuring the timely and accurate compliance with federal and state reporting requirements for the TEC System, the State Board staff serves as the primary agency responsible for data collection. When a request for data originates, it is usually referred to the Division for Planning and Evaluation. When possible, data is then compiled from the already existing data base maintained as a part of the Management Information System. The preliminary report is then submitted to the respective institutions for verification and transmitted to the requesting agency. In cases where the data is not readily available as a part of the ongoing data base, the Division for Planning and Evaluation usually coordinates the information retrieval and transmittal with each of the TEC Centers and Colleges. Each year, reports for HEGIS, USOE Vocational Education, SREB, et al., are prepared in this fashion.

In addition to the data retrieval process, the State Board also analyzes the information it receives. State Board staff members constantly monitor employment levels throughout the state and often serve as a main source of input for other agencies. Enrollment and cost data within the system are constantly monitored and analyzed. Trends in enrollment composition are scrutinized for potential impact such as the possibility of the future limitation on veterans' benefits. A comprehensive follow-up system is in the design stages. Developed through participative input, this student follow-up will allow for the detailed analysis of program adequacy, location, design, duration, economic impact, and other factors.

Analysis of data collected and reviewed within the State TEC System is not restricted to the State Board staff however. Information such as that provided through the Higher Education General Information Survey (HEGIS) is reviewed by the South Carolina Commission on Higher Education in South Carolina and by HEW in Washington. Similarly, reports prepared by the State TEC Board for the South Carolina Office of Vocational Education are reviewed by the State Department of Education (Office of Vocational Education) as well as by regional and national representatives of the U.S, Office of Education.

In summary, data provided for the State TEC System is collected primarily through the Management Information System. However, much of the data is collected to meet local, regional and national requirements.

3. To what extent do individual institutions have input into the statewide data gathering system? To what extent is statewide data compatible with data needed for decision-making at the institutional level?

Local institutions had little input to the initial redesign of the Management Information System in 1973. This system was redesigned to replace a manual reporting system which had been in use for three years.

Since its initial design, the Management Information System has undergone numerous revisions to accommodate an expanded need for information at the state and local level. Meetings have been held, usually on a quarterly basis with personnel at the local TEC institutions to solicit input for future revisions and to eliminate reporting and data utilization problems with the MIS. Numerous new programs have been written for the computer to answer specific needs of the TEC institutions (refer to "Catalog of Available Reports" attached as Appendix G). Some of these reports are run routinely as a function of the Student Records System and the budgeting process, and other reports are produced in an "on demand" basis as requested by the TEC institutions.

> RECOMMENDATION: Solicit institutional approval for substantive changes in the Management Information System.

4. Has the State Board taken steps to systematize data collection? Explain.

The State Board implemented in 1973 an automated Management Information System for the purpose of building a uniform data base using information collected on a quarterly basis from each TEC institution. Since 1973, this system has been expanded to accommodate more data items, to enable more specialized reporting within the TEC Central Office, and to provide additional reports to the TEC institutions.

The TEC Management Information System stores three sets of data elements. Student Data Elements and Instructor Data Elements are retrieved from all institutions. A unique set of Student Data Elements is obtained from the nine institutions served by the MIS Student Records System. For example, Student Data Elements include such data items as social security number, curriculum, ethnic group, and veterans status. Examples of Instructor Data Elements are social security number, course, enrollment, and class time. Examples of unique data elements are financial aid status, fees status, high school, and test scores. These are only a few of the many data elements and are listed to give a general idea of information available.

Also available are many output reports compiled from this data base. Listed below are those reports currently available from the MIS data base. In addition to these reports, many unique or special data requirements can be fulfilled upon request.

- Enrollment by Funding Categories
- System Enrollment Report (Quarterly, Yearly)
- Unduplicated Enrollment Report
- Catalog of Approved Courses Report and Quarterly Course Offerings
- TEC Curriculum Enrollment Report
- Enrollment by Course Report
- Enrollment by HEGIS Discipline Report
- HEGIS Discipline by Curriculum Summary
- Curriculum by HEGIS Discipline Summary
- Adult Literacy/Developmental Studies Report
- Male/Female Enrollment
- Opening Fall Quarter Enrollment
- List Instructor Schedules
- TEC/MIS Instructor Schedules
- TEC/MIS List Student Schedule Cards
- Active Student Records
- Statistical Analysis of TEC Veterans (9 Institutions)
- Listing of HEGIS Disciplines by HEGIS Code
- Listing of HEGIS Disciplines by HEGIS Title
- Listing of Approved Curricula
- Listing of Approved Curricula by Curricula Code
- Listing of Approved Curricula by Curricula Codes and Schools
- TEC Center Enrollment Projection Report

- Employment Security Demand Projections
- Student Contact Hour Workload Report
- Student Credit Hour Workload Report

Primary uses made of the MIS data elements at the state level are (1) the development of annual cost for each curriculum in each institution, (2) the application of system-wide facilities utilization analyses, (3) the reporting of system-wide enrollment and financial data through the State Vocational Education plan to the United States Office of Education, and (4) the reporting of system-wide summary data to federal and state agencies and departments such as the South Carolina Budget and Control Board and the Higher Education General Information Survey. The use of the MIS data to develop annual curricula cost for each institution is a particularly significant application of the data to fiscal management since the previous year's curricula costs are used to determine the subsequent year's state allocation to each TEC institution.

The reports from the following list can be received only by the nine institutions on the centralized Student Records System.

- First Quarter Freshman Report for High Schools
- Interim G.P.R. Worksheet
- Grade Distribution Report
- Student List and Summary Report
- Course File List
- Student Master File List
- Listing of Class Roll Pages
- Student Master Index

- Matriculation Report
- Student Follow-up Names and Addresses

These reports are utilized primarily by local institutions in managing the student records function.

5. What provisions are made for the overall evaluation of information and data gathering systems which are utilized?

The Management Information System personnel routinely hold in-the-field workshops to solicit comments about all phases of MIS activity as well as to assist in the solution of problems associated with the collection and transmittal of data and reports. Recently, the Management Information System personnel conducted a formal evaluation of all phases of MIS activity. Responses from all levels of TEC administration and operation at each TEC institution were summarized. The overall reaction from the respondents was positive. There were numerous comments relating to late and slow turnaround, and, many questions regarding a timetable for upgrading TEC's computer capability to a level adequate to at least satisfy critical needs at the centers for enrollment data and timely management reports. These concerns are discussed in response to question 6.

In addition, not enough has been done at the Central Office level in terms of synthesis of data from the various reports available. This is a necessary activity in that such synthesis would point the way to a new system of reports which could be produced if and when additional computer capability were made available. There has been a great deal of analysis of presently produced reports at the local centers due chiefly to the fact that funding is closely bound to these official enrollment reports produced four times each quarter for each TEC institution and for the TEC System as a whole.

> RECOMMENDATION: Determine what reports are necessary at the institutions and central office for evaluation. Establish systematic evaluation responsibilities and procedures.

6. Describe any additional substantive questions or issues regarding Management Information Systems.

Management Information System

Numerous problems have arisen especially in the area of student records, not so much due to incompatibility of data required by the TEC Central Office and the institutions, but rather due to the untimely delivery of this data to both Central Office and local center personnel. The problem of slow turnaround has pervaded the system since its implementation, and is caused in part by dependence on the United States mail to transmit data from the TEC institutions to the Central Office and back to the institutions. Most other institutions in this state and others have solved this problem by committing the required resources to (1) acquire modern computing equipment, (2) keep this equipment up-to-date, and (3) provide remote terminals linked via telephone to this equipment.

TEC institutions have a valid need for such items as class rolls very soon after a quarter begins so that identification can be made of which students should be in the classes, which of these students have paid their fees, and which students should legitimately be receiving financial assistance. Under the present system of having to transmit the data from the institution to the Central Office where the data is required to be run on an outdated computer, and then having to ship completed reports back to the TEC institutions through the mail creates long delays and justifiably high levels of anxiety and aggrevation at the local institutions.

It appears that the only reasonable long-range solution to the problem is to provide each TEC institution with a terminal connected to a powerful central computer which will enable same-day turnaround. This has critical implications. It is anticipated that without such a decision from the TEC administration that problems will become increasingly difficult and turnaround will likely decline even to levels below those presently being experienced.

Due to hardware limitations under which TEC is presently operating, future expansion and even continued operation of these systems appears to be in doubt. Slow turnaround time has reduced output from the student records system to the point of near uselessness, and threatens to do the same to the entire Management Information System. Student turnaround time at those institutions which teach data processing curricula has also deteriorated to the point of hindering instructional effectiveness.

> RECOMMENDATION: The Division for Planning and Evaluation, Division for Development and Division of Financial Services should work together to procure funds for additional computer hardware.

Planning

Like other evolutionary planning systems, the State TEC System planning effort has had its operational problems. At the institutional level, the systematic planning process has developed progressively at four to six centers and colleges where the institutional leadership has been fully supportive of a participative, purpose-oriented planning process. Where no leadership commitment to formalized planning has existed, no formalized planning has taken place. Quite often, where no formal planning process exists, an informal process develops. Historically this informal process has been dependent upon the input of a relatively small and highly selective group that does not necessarily represent those who will ultimately be responsible for predetermined tasks.

At the statewide planning level, the Division for Planning and Evaluation, in its well intentioned desire to develop a comprehensive planning process, underestimated the importance of achieving interdivisional consensus on exactly what planning should involve. Although Division Directors reviewed institutional five-year plans, their input was minimal.

To help alleviate this situation, more interdivisional coordination seems necessary. Areas of concern might be: (1) coordination between the budgeting process and the planning process, (2) coordination between the planning process and the program approval process, (3) coordination between the planning process and the grants/public information process, and (4) coordination in retrieving institutional data to ensure that divisional duplication of effort is reduced.

RECOMMENDATION: It is recommended that TEC Central Office Long Range Planning Committee be constituted from appropriate members of each Central Office Division. This Committee's responsibility will be to coordinate the evaluation and annual revision of the State TEC System Five Year Plan. If the planning process is to be beneficial there must be closer coordination among the Central Office divisions.

RECOMMENDATION: It is recommended that a planning committee be constituted from appropriate institutional personnel. The purpose of the committee will be to review the TEC System Planning Model, recommend any needed substantive changes in the model, and advise the TEC Central Office staff of additional research or support that may be supplied to the institutions in their planning efforts. The purpose of the institutional committee also will be to provide the institutions a forum through which they may exchange ideas and learn from each other's experience in planning and research.

RECOMMENDATIONS ON

MANAGEMENT INFORMATION SYSTEMS

CLEARINGHOUSE FOR
JUNIOR COLLEGES

1. Solicit institutional approval for substantive changes in the Management Information System.
2. Determine what reports are necessary at the institutions and Central Office for evaluation. Establish systematic evaluation responsibilities and procedures.
3. The Division for Planning and Evaluation, Division for Development, and Division of Financial Services should work together to procure funds for additional computer hardware.
4. It is recommended that TEC Central Office Long Range Planning Committees be constituted from appropriate members of each Central Office Division. This Committee's responsibility will be to coordinate the evaluation and annual revision of the State TEC System Five Year Plan. If the planning process is to be beneficial there must be closer coordination among the Central Office divisions.
5. It is recommended that a planning committee be constituted from appropriate institutional personnel. The purpose of the committee will be to review the TEC System Planning Model, recommend any needed substantive changes in the model, and advise the TEC Central Office staff of additional research or support that may be supplied to the institutions in their planning efforts. The purpose of the institutional committee also will be to provide the institutions a forum through which they may exchange ideas and learn from each other's experience in planning and research.